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ABSTRACT

Recognizing the importance and difficulty of meeting the needs of the gifted reader in the regular classroom, this resource guide is designed to give the classroom teacher activities to use with the gifted reader. After the introductory sections describing the purpose and philosophy of the guide and a short presentation on the levels of thinking taxonomy that is the basis for many of the guide's activities, the manual provides a progression of research skills that are integrated as research is learned. The second section includes a series of questions based on a taxonomy of thinking skills that can be used with individuals or groups for books on different reading levels. Lists of award-winning and classic books make up the next section, while the following section provides the regular classroom teacher with stimulating ideas to enrich learning experiences for gifted readers; however, the guide contends that these same activities could benefit the entire class. The research booklet of the final chapter stimulates students to use higher levels of questioning. A bibliography and a form for teacher evaluation of the guide are also provided. (JL)

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Metamorphosis

Challenging the Gifted Reader

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Metamorphosis

Challenging the Gifted Reader



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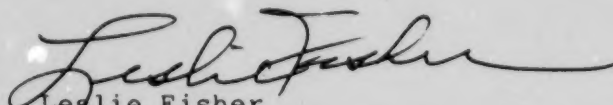
Foreword



The Oklahoma State Department of Education recognizes the importance and difficulty of meeting the needs of the gifted reader in the regular classroom.

These gifted students have the potential to be our nation's most valuable natural resource.

This publication is designed to aid the teacher in nurturing and developing the gifted reader in becoming a positive contribution to society.


Leslie Fisher
State Superintendent

Credits

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Metamorphosis

Metamorphosis is defined as a striking alteration in appearance or character. As the larva breaks out of its cocoon to become a butterfly, so may the gifted reader grow and develop in the classroom.

The gifted reader is never static but is always in the process of becoming. One of the responsibilities of the classroom teacher is to enable this student to widen his/her horizons and to challenge untapped potential resources.

The purpose of this publication is to give the classroom teacher activities to use with the gifted reader so that the student may experience a metamorphosis of his/her own. These activities were developed by teachers to use with the gifted student, but they may also be utilized with other readers. The intention is that this guide will serve only as a starting point for other creative reading activities for the gifted reader in the regular classroom.



Introduction



PURPOSE:

The purpose of this handbook is to provide a variety of ideas and activities to be used by the regular classroom teacher for challenging the student whose instructional reading level is considerably above grade placement.

BACKGROUND OF NEED:

In any given classroom above third-grade level, teachers can expect to find a wide range of reading abilities. This span can easily range from readiness level to college level. In the past the greatest emphasis seems to have been placed on providing appropriate materials and activities for those students who are reading at or below grade level. Traditionally the student reading above grade level has simply been given another ditto-master or another basal to read, and another workbook page to be completed. This method of teaching only leads to boredom and frustration on the part of the student. This can cause potentially-creative readers to become discouraged and learn to hate reading. Recent research findings indicate that a need exists to provide different and challenging materials, ideas and activities for the gifted reader in the classroom. This special student needs to have reading

skills and activities broadened as well as accelerated. With this attention given to finding these students' interests and challenging each at his/her reading achievement level the possibilities of pleasurable reading are unlimited.

INTENT:

The ideas presented in this handbook are intended to be used as a new springboard from which the innovative teacher should be able to create new and different strategies for challenging the gifted reader in the regular classroom.





Philosophy

The general philosophy of the teaching of reading is to encourage a curriculum that meets the individual needs of students. Recognizing that there are students with a variety of reading interests and abilities, the classroom teacher must be a facilitator in creating a flexible environment.

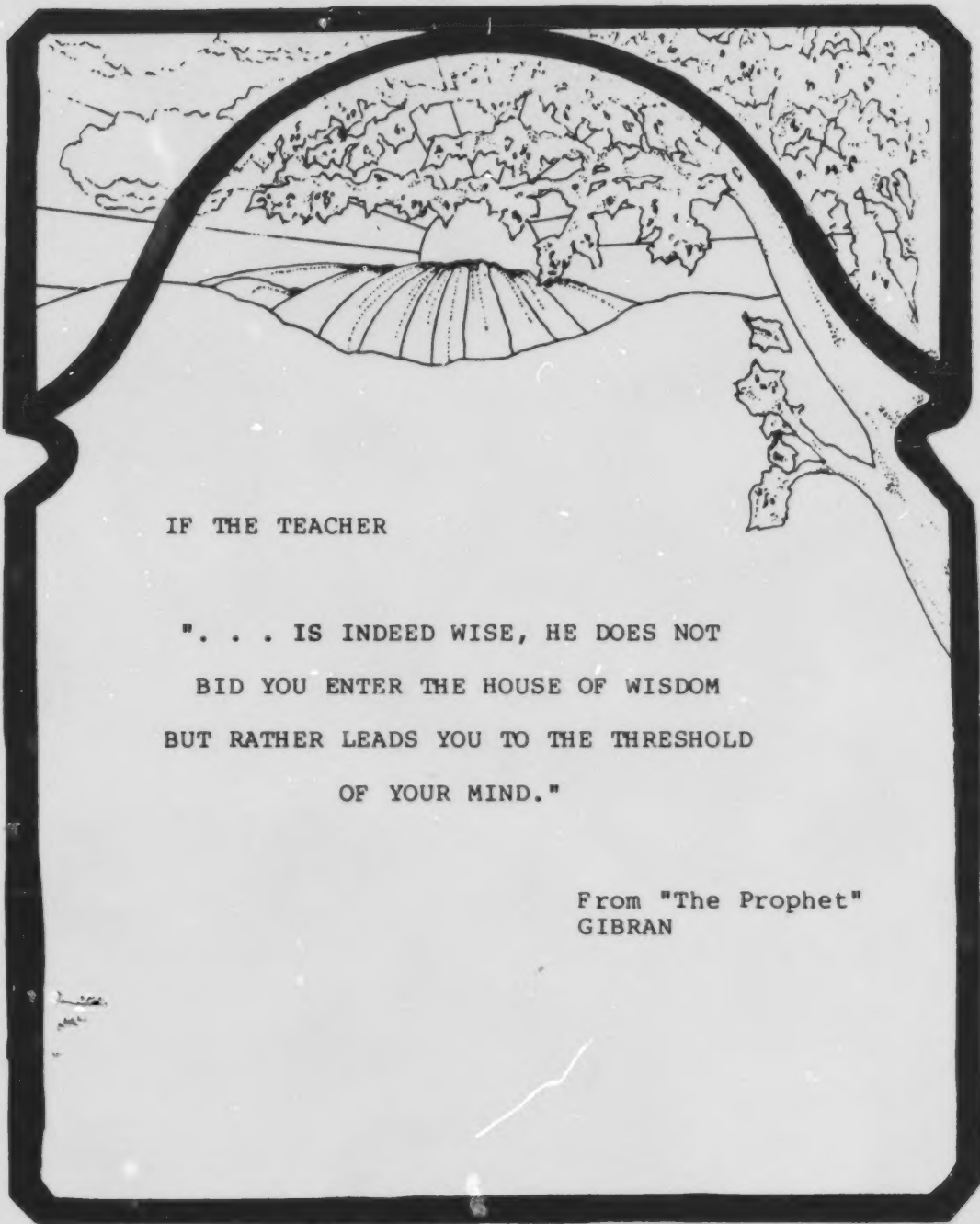
Students spend at least one-half of the school day in various reading activities. These activities must be challenging to the gifted reader. A reading curriculum for gifted students should encourage skill development in refining higher level thinking skills, productive creativity, and originality. Key strategies should include opportunities for exploring, questioning, risking, and experimenting. The individual needs of the students must be met by continuous evaluation.

A challenging reading curriculum will provide experiences that will help students project goals through intrinsic motivation and self-direction. When these experiences are internalized, the possibilities of a long-life interaction with the printed word is unlimited.

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IF THE TEACHER

" . . . IS INDEED WISE, HE DOES NOT
BID YOU ENTER THE HOUSE OF WISDOM
BUT RATHER LEADS YOU TO THE THRESHOLD
OF YOUR MIND."

From "The Prophet"
GIBRAN

Levels of Thinking



Creative
Integration

Application

Appreciation

Evaluation

Interpretive

Reorganization

Literal



Expressing Levels of Thinking



An elaboration of the comprehension skills listed on page 23 of the Reading Sampler.

LITERAL - - "What does this book say?"

The literal level requires the ability to recognize and repeat the facts and ideas explicitly stated in printed material.

REORGANIZATION - - "Where does this information fit?"

Reorganization requires that explicitly stated facts or ideas be sorted or classified into some new sequence.



INTERPRETIVE - - "What does this book mean?"

To infer meaning by drawing on personal experience and background plus insinuations and suggestions offered in the printed material.

EVALUATION - - "How good is this book?"

Evaluation involves judgement, critical thinking, and the ability to decide the merits of printed material based on some predetermined criteria.

APPRECIATION - - "How does this book make you feel?"

Appreciation involves the intellectual and emotional reaction of the reader to the style of writing, the beautiful turn of a phrase, the unique idea, the approach, the pattern, and the figure of speech of the passage.

APPLICATION - - "How can he relate the book to a new situation?" Application refers to the ability of the reader to use the ideas obtained through reading in a similar situation.

INTEGRATION - - "What lasting effect will this book have on you? To integrate involves the ability to assimilate information and put it together with previous ideas, thus making reading an integral part of your personality from that time on.

CREATIVE - - "What new ideas are sparked by the book?"

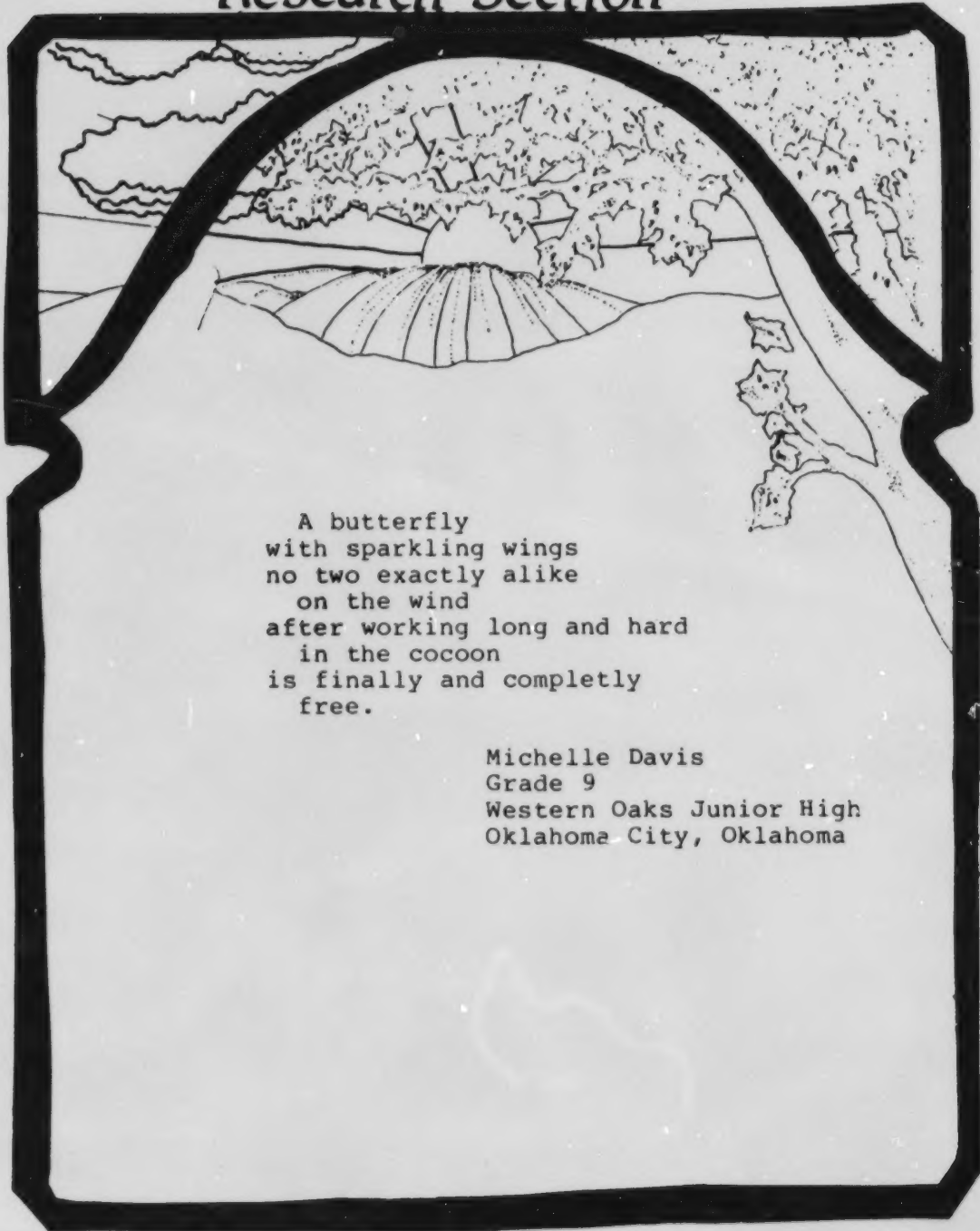
Creative thinking involves the ability of the reader to put the ideas he has read into new context and develop an original organization.

Verbs

Expressing Levels of Thinking

<u>Literal</u>	<u>Reorganization</u>	<u>Interpretive</u>	<u>Evaluation</u>
define	classify	translate	judge
repeat	discuss	interpret	decide
list	describe	apply	evaluate
recall	explain	employ	rate
name	express	dramatize	compare
relate	report	calculate	conclude
recognize	review	exhibit	measure
identify	compare	hypothesize	estimate
locate	organize		deduce
			rank
<u>Appreciation</u>	<u>Application</u>	<u>Integration</u>	<u>Creative</u>
appraise	analyze	plan	compose
value	differentiate	propose	invent
criticize	experiment	produce	develop
assess	scrutinize	formulate	design
react	prove	arrange	create
feel	investigate	contrive	originate
	discover	systematize	predict
	detect	combine	
	survey		

Research Section



A butterfly
with sparkling wings
no two exactly alike
on the wind
after working long and hard
in the cocoon
is finally and completely
free.

Michelle Davis
Grade 9
Western Oaks Junior High
Oklahoma City, Oklahoma

Explanation of Research Section

The Research Section was designed to provide the teacher/student with a progression of skills that are integrated as research is learned.

The Interest Inventory will help students identify their research topics.

The following activities will provide more in-depth study with research skills.



READING INTEREST INVENTORY

Name _____ Grade _____ Teacher _____ Date _____



1. Do you like to listen to stories?
2. Do you like to read books at home?
3. Do you like
 - stories about animals?
 - stories about Indians?
 - stories about Presidents?
 - funny stories?
 - sad stories?
 - space stories?
 - sports stories?
 - western stories?
 - joke & riddle books?
 - make-believe?
 - facts?
4. Do you like to read comic books?
the funny papers?
5. Do you check out books from the
library?
6. Do you want to read about new
places and new people?
7. Do you think you will like to
read when you are older?
8. Do you like to read aloud?



Reading Interest Inventory

Name _____ Grade _____ Teacher _____ Date _____

Indicate your answer by circling the appropriate number beside each item.

- | | very
little | | | | very
much |
|---|----------------|---|---|---|--------------|
| 1. How much do you like to read?... | 1 | 2 | 3 | 4 | 5 |
| 2. Do you enjoy reading about..... | 1 | 2 | 3 | 4 | 5 |
| a. adventure..... | 1 | 2 | 3 | 4 | 5 |
| b. animals..... | 1 | 2 | 3 | 4 | 5 |
| c. biographies..... | 1 | 2 | 3 | 4 | 5 |
| d. comedy..... | 1 | 2 | 3 | 4 | 5 |
| e. fine arts..... | 1 | 2 | 3 | 4 | 5 |
| f. history..... | 1 | 2 | 3 | 4 | 5 |
| g. mystery..... | 1 | 2 | 3 | 4 | 5 |
| h. romance..... | 1 | 2 | 3 | 4 | 5 |
| i. science..... | 1 | 2 | 3 | 4 | 5 |
| j. science fiction..... | 1 | 2 | 3 | 4 | 5 |
| k. sports..... | 1 | 2 | 3 | 4 | 5 |
| 3. How often do you read..... | | | | | |
| a. comic books..... | 1 | 2 | 3 | 4 | 5 |
| b. encyclopedias..... | 1 | 2 | 3 | 4 | 5 |
| c. library books..... | 1 | 2 | 3 | 4 | 5 |
| d. magazines..... | 1 | 2 | 3 | 4 | 5 |
| e. newspapers..... | 1 | 2 | 3 | 4 | 5 |
| f. paperback books..... | 1 | 2 | 3 | 4 | 5 |
| g. textbooks..... | 1 | 2 | 3 | 4 | 5 |
| h. TV guides..... | 1 | 2 | 3 | 4 | 5 |
| 4. How often do you read these parts
of a newspaper... | | | | | |
| a. comics..... | 1 | 2 | 3 | 4 | 5 |
| b. editorials..... | 1 | 2 | 3 | 4 | 5 |
| c. news..... | 1 | 2 | 3 | 4 | 5 |
| d. society..... | 1 | 2 | 3 | 4 | 5 |
| e. sports..... | 1 | 2 | 3 | 4 | 5 |
| 5. What are the titles of several books you have really
enjoyed reading? | | | | | |
| 6. Have you ever read a book you didn't like?
If so, what? | | | | | |
| 7. If you were writing a book, what would the title be? | | | | | |
| 8. What is your favorite school subject?
least liked subject? | | | | | |

GRADE LEVEL: K-12

ACTIVITY: Unit Webbing

LEVEL OF THINKING: All levels

MATERIALS: A variety of materials and media

PROCEDURE:



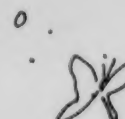
Unit webbing is a process for organizing and integrating topics for study. It is a visual approach that the student can utilize for organizing subject matter from broad to specific areas. The process is similar to outlining in a chart form.

Subject matter may be on a broad area, i.e., "Detfigland," or on a specific book, i.e., Anne Frank. All strand areas are related to the main subject area.

Webbing provides the teacher with a technique for individualizing material and thinking levels plus reaching the individual interests of students.

Suggested models for webbing follows:

- * 1. Detfigland
- 2. Anne Frank

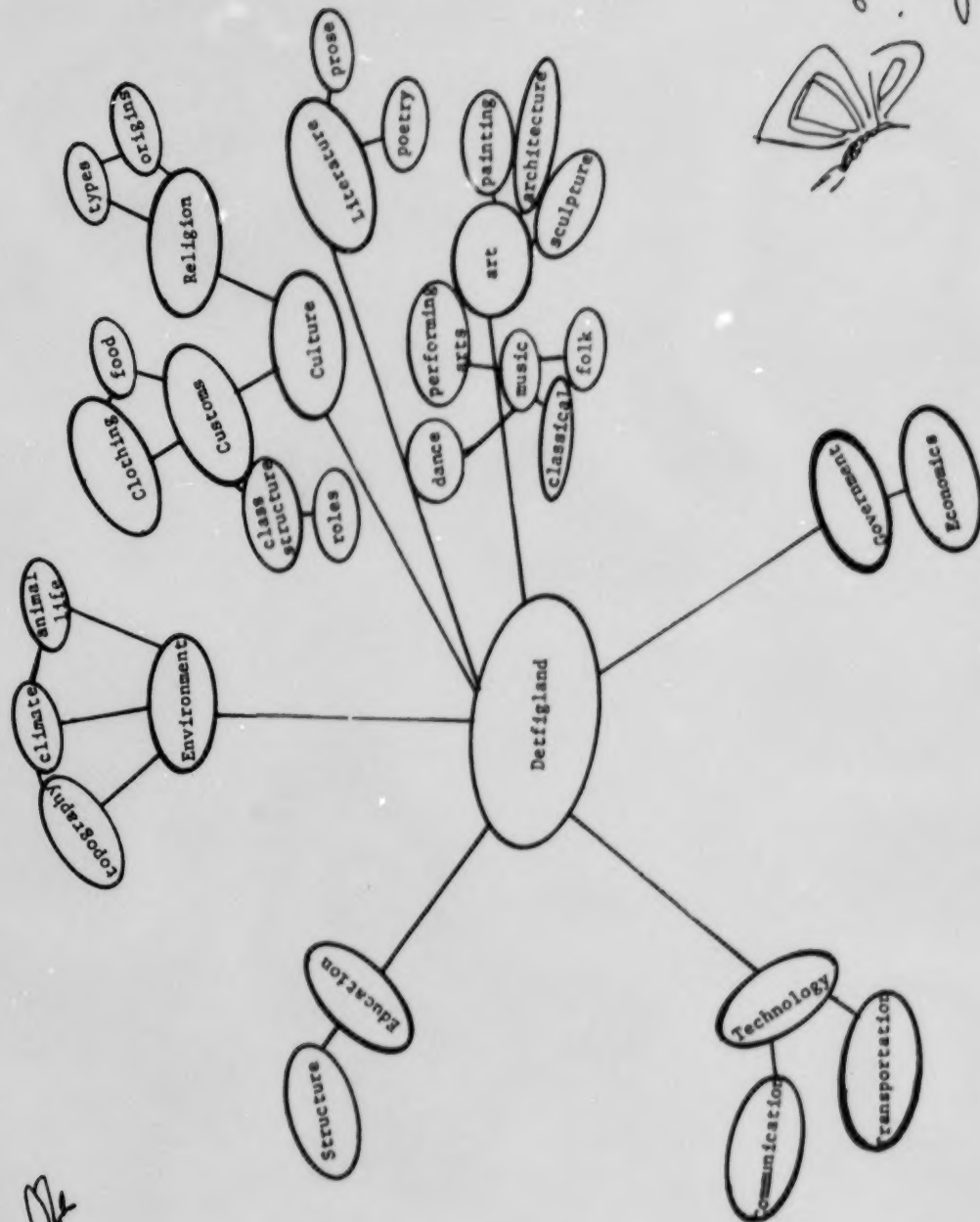


*Detfigland--a fictitious country. (The word Detfigland is "gifted land" spelled backwards.)

Productive Thinking (Literary)



Unit Webbing



LEVEL: K-12

ACTIVITY: Research and Report Writing

LEVEL OF THINKING: All levels

MATERIALS:

PURPOSE: Teaching children how to do research and write reports.



Step 1. From broad topic (chapters in social studies, science) help children identify subtopics for preliminary reading.



"Lands and People of the Western States"

Ask: What kinds of topics would go under this chapter title? (suggested topics for research)

1. Indians
2. States
3. Cowboys
4. Topography
5. Mountains
6. Deserts
7. Animals
8. Plants

Step 2. Have children research and read about the subtopics (just reading a chapter in a social studies book is not enough).

Research is done in public and school libraries. It is the teacher's responsibility to encourage students to use the library and suggest books for them to use.

Step 3. Help them choose a topic. Show the children how to take notes about the topic they have chosen on 5 x 8 cards. Have them number each card. (Teacher should teach children how to take notes on cards.)



Number the cards first
note on card 1, etc.

Source, publication,
volume, author,
publishing date,
copyright date, page
number

Quotations

Step 4. Help each child divide his topic into 4-6 subtopics. (Separate the ideas--break them apart.)

Desert: rainfall
 temperature
 plant life
 animal life
 people of the desert

Step 5. Have the child place each subtopic on a blank sheet of paper beginning at the left-hand margin.

Rainfall in the
Desert

Temperature in the
Desert

etc.

Step 6. From the 5 x 8 note card post information to the appropriate subtopics in "one-sentence" form. Be sure to indicate the number of the card, so child will know what card the information came from. (These sentences will later become paragraphs when they are expanded.)



Step 7. When the outline has been completed, have the child give an oral report to you, to a small group, or to the class. (Purpose: to get child to verbalize or to talk about his ideas from the topic. Use the sheets, not the note cards.)

Step 8. Have children begin expanding the topic idea sentences. Show them how to use quotations, (less than 3 lines, use quotation marks--more than 3 lines, indent and put on one line.) Paraphrase. (Use the author's words but put them into your own words. Do not use quotation marks.) Write lead-in sentences to your quotation such as, "Smith says"

Step 9. Help them choose vocabulary by using a thesaurus and dictionary. Assist in sentence structure.

Step 10. Write introductory and summary paragraphs--get ideas from each topic for

introduction. Summary comes from all materials.

Step 11. Edit--teacher helps--students,
giving attention to the mechanics of writing.
Students may help each other with editing.

This project will tke 6 to 8 weeks to do.
Teacher should teach some research skills every
week.

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Northeastern State University
Reading Department



LEVEL: 1-12

ACTIVITY: Skimming

LEVEL OF THINKING: Overlaps

PROCEDURE:

Skimming is a technique of reading to save you time and cover material in a hurry. It can be considered a reading survey and helps you find main points quickly. It is used primarily when high comprehension is not required.

In order to skim effectively, you must learn to leave out material. With practice one learns to read the first sentence of paragraphs and key words. However, the trick to skimming is practice, practice, and more practice.

Skimming speed should be about twice one's reading speed. Skimming must be refined by practicing against the clock. One must be very careful to avoid becoming interested in the material and thus slowing down.



Teachers: Find a short selection (article from newspaper or magazine is a good choice for beginning). Formulate 3 or 4 main idea questions. Begin by timing the class and on each subsequent article decreasing time.

Students can also time themselves by using an egg timer and ready made materials on hand. Example: Reader's Digest Skill Builders SRA Cards.

Make a race with teams or with individuals and watch their scanning skills improve.



LEVEL: 1-12

ACTIVITY: Scanning

LEVEL OF THINKING: Overlaps

PROCEDURE:



Scanning is a technique of reading used to locate one specific bit of information without reading everything. It is used in locating names in phone directories, words in the dictionary, etc.

Scanning is used with material you are not completely familiar with, but usually know something about the arrangement. Reference materials are always arranged in some logical way. Alphabetically is most common, but some data is arranged by time lines, category, numerically, etc.

Since the purpose of scanning is to locate information very quickly, a high rate of speed is essential. Eyes should move back and forth over the material as fast as possible searching for clue words. When you have located the correct section, search again for the specific information you require.

Teachers: Scanning all types of tables, charts, graphs, etc. can be a fun exercise for the entire class. Time the entire class as they look up a list of words in a dictionary, telephone numbers in a phone books, arrivals and departures on an airline schedule, TV show times in a TV guide, etc.

LEVEL: K-12

ACTIVITY: Independent Study

LEVEL OF THINKING: All levels

MATERIALS: A variety of materials and media

PROCEDURE:

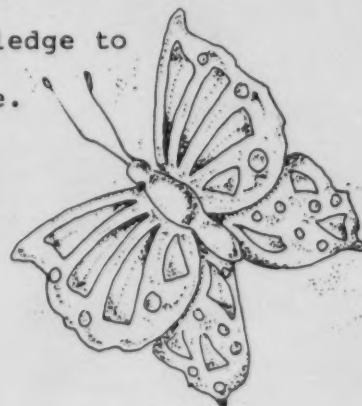


There are unlimited opportunities for the teacher to use independent study as an individualizing technique or vehicle for exploring individual interests. Projects can be going on all year at all levels of thinking.

Independent study provides the student with opportunities of assuming responsibility, organizing research and making decision.

Research skill instruction is included in teaching the process of independent study. Through this process research skills become personally important to the student for the completion of his/her projects.

The primary purpose of the independent study project is to have students functioning at the higher levels of thinking. It is important that the student expand from the mere gathering of knowledge to reorganizing and creating new knowledge.



Procedure:

1. Brainstorm topics
2. If independent study is to be directed, the webbing procedure may be used.
3. If independent study is to be based on individual student topics and sub-topics, these topics must be brainstormed. Making general topics more specific is an important skill in using the independent study technique.
4. Independent Study Plan.
 - A. General Topic
 1. Areas of concentration
 2. Questions concerning topic
 3. Specific topics
 - B. Information Sources
 - C. Data Collecting Procedure
 1. Note-taking
 2. Outline
 3. Written Report
 4. Bibliography
 - D. Sharing and Display
 1. Charts
 2. Cartoons
 3. Mobile
 4. Graphs
 5. Demonstration
 6. Film/Filmstrips



E. Evaluation



1. Were my questions answered?
2. Was my study clear, informative, and presented in an interesting manner?

Sample Worksheet for student doing independent study.

Completion Date

Name

1. List five possible topics.

1. _____
2. _____
3. _____
4. _____
5. _____



2. My final specific topic

3. Questions I want to answer

4. Information Sources

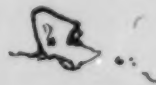
5. Sharing and Display Plan

6. Evaluation



A SIX-STEP PROCEDURE TO USE THE
FOLLOWING LIST FOR RESEARCH

1. Generate many ideas about any given topic. Look at the word from every possible perspective. List multiple meanings, synonyms, colloquialisms, and all aspects of the word.
2. Encourage students to select and focus on a specific area of interest to them from the group of words.
3. Next, help students set purpose for research from their subject of interest.
4. Help students identify research materials. Consider alternative types of resources.
 - eg.
interviews
parents
grandparents
community
resource
newspapers
magazines
microfiche
books
reference
music
5. Then, students analyze findings by:
 - a. eliminating non-essential materials
 - b. gathering information which answers purpose-setting questions
 - c. reacting to information obtained
 - eg.
a change of
opinion
6. Finally, select a way to report to your class. (See Sampler pg. 49-52)
 - eg.
photographs
filmstrips
create news-
paper
artwork
panel
discussion
demonstrations



A-C

A

aardvarks
abalone
aborigine
abracadabra
abstract art
Academy Award Winners
aerobics
aerodynamics
Africa
Alamo
Alaska
Alexander the Great
alligators
Ancient Greece
Anderson, Hans Christian
animal antics
animals
ant farm
Anthony, Susan
April Fool's Day
Arbor Day
Architecture
Armstrong, Louie
artillery
artist
asteroids
astrology
astronauts
Australia
automobile
avalanche

B

Babe Ruth
Bach, Johann Sebastian
back pack
Bailey, Pearl
ballet
ballistics
ballooning
Barton, Clara
baseball
basketball
bats (winged animals)
Bay of Pigs
B.C. (before Christ)
Beatles (musical group)
Beauty Contests
beavers
(Dizzy Gillespie) Beebop
(Jazz)
Beecher Family (Henry Ward,
etc.)
Bible
Big Foot
Bill of Rights
Birds
Black Bart
black hole
black plaque
blizzard
Boer War
boomerang
Boxer Rebellion

boxing
Braille
brain
bridges
broadjump
Burr, Aaron

C

Canada
canals
cancer
capital punishment
careers
cartoons
caverns
Chanukah (Jewish
holiday)
Chaucer
chemical warfare
China
chocolate
Chopin, Frederic
Christianity
Churchill, Winston
Civil Rights
Civil War
Cleopatra's
climates
clones
Clothing (history of)
cockleshell
cocoon

C-F

C

Cold War
comedy
computers
conservation
Constitution
cosmic rays
cotton

D

dairy
dance
Darwin, Charles
dating
death
Decathlon
Declaration of Independence
deodorants
depression
De Vinci, Leonardo
diary
Dickens, Charles
Dickinson, Emily
dictators
diesel
dieting
dinosaurs
disaster
discrimination
diseases

Disney World
Disney, Walt
divorce
dolphins
Doughboy (soldier)
drag racing
dramatics
Ducking Stool
Dvorak, Antonin
dynamics

E

eagle
Earhart, Amelia
Earp, Wyatt
earthquake
Easter
eclipse
ecology
economy
Egypt
Eiffel Tower
Einstein, Albert
Eisenhower, Dwight
Electoral System
electricity
electronic games
elephants
embalming
E = mc²
emigrants

Emola Gay (airplane)
emotions
energy
environment
E Pluribus Unum
equality
ERA Equal Rights
Amendment
exercise
exotic birds
explorers
exports
eye

F

fables
face
fads
fairs
family
farm
fashion
fasting
fatherhood
feminist
first amendment
fish (exotic)
flowers
flying
fog
folksongs



F-1

F

food
force
foreign aid
forts
fortunes
fossils
Franklin, Benjamin
freedom
friends
fuel
Fulton, Robert
funeral customs

G

Gable, Clark
galaxy
Galileo
gambling
Gargoyle
Gatling Gun
Gauche
gems
genealogy
geology
germs
Geronimo
gerrymander
Getty, J. Paul
ghost town
gila monster

I-K

I

igloos
ignition
illusionist
imagery
imitation
immigration
immunity
impeachment
impressionists (artists)
impulse (physiology)
Iau
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gold
Golden Fleece
Golden Gate Bridge
golf
"Go West Young Man"
graffiti
Grammy Awards
Grand Ole Opry
Grant, Ulysses S.
Grapes of Wrath
gravity
Ground Hog Day
guillotine
Gutenberg, Johann
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gypsy

H

H₂O
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Jackson, Andrew
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Jai alai (sport)
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Jefferson, Thomas
Jekyll and Hyde (literary figure)
jellyfish
jerky
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John Bull (Locomotive)
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(slogan)
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King Kong
King, Martin Luther
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kittens
knights
knitting
Koala Bear
Kodiak (Alaska)
Korean War
Krishna
Kris Kringle
Ku Klux Klan



hawks
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horses
hospitals

L

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conquered"
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Iceberg
ice cream cone
ice skating

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larvae
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Latin America
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League of Women Voters
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Legends (story)
Lenin, D. I. (political leader)
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Lewis & Clark
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light
lighthouse
Lincoln, Abraham
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N-R

N

Nobel Prize
North Pole
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NOW (Nat. Organization of Women)
nuclear energy
nursing

O

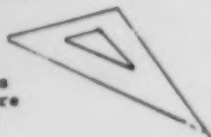
oasis
occult
oceanography
oceans
Oil Production
History
Boom Towns
People-personality
Oklahoma
Olympic Games (sports)
open-heart surgery
Opening of the West
Opera - dramatic comic
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presidents
prisons
prohibition
propaganda
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pumpkins
puppetry

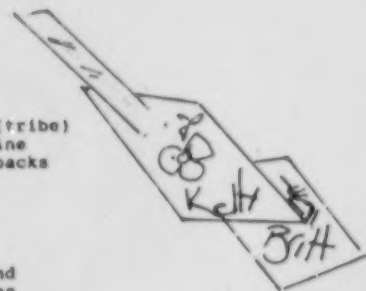
MOON
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Amadeus
museums
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Meier, Golda
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ranchers
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R-U

R

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Vice-President
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Vikings
Virgo
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vision
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Vocational Education
volcanoes
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waste
water
Waterloo
waterspout
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weapons
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(Military Academy)
West, The
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wife
wildlife



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tides
tigers
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time warp
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Tubman, Harriet
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underground movement
(W.W.II)
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U.N.E.S.CO.
Ungulate (animals with hooves)

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women
World's Fair (past/
present)
WPA (Work Projects
Administration)
wrestling
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Xerxes I
x-rays

Y

Yankeeism
yatching
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Yellowstone
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Yucatan

Z

zerox
zinc
zoos
zoologists



THE MONDAY QUESTION

Monday is a special day for students in my second grade class. Sometime amid the normal hustle and bustle of the morning, I go to the front of the class and ask the "Monday Question." It might go something like this: "How many minarets are on the Taj Mahal?" or "How do workers change the light bulbs in the Statue of Liberty?" or "Will the Leaning Tower of Pisa ever fall over?" Whatever the question, it's guaranteed to generate a lot of learning activity all week long. And in the process kids will gain in knowledge of world geography as well as develop skills in research, reporting, listening, and speaking.

The exercise is very simple. Basically all I do is ask an intriguing question or questions about a city, building, or natural wonder and invite students to find the answer or answers. Over the last five years, I have established a few guidelines, though, that seem to insure the Monday question's success.

First, participation is optional. All students listen to the questions, but only those interested follow up on them.

The program is informal; I want children to enjoy doing the research, not consider it just another assignment. So to maintain this atmosphere, I do not write anything on the chalkboard; I simply "question." Students who decide to

research the question or questions I raise, may then begin to gather information by reading encyclopedias or books on the subject, or by talking to parents or older siblings. I don't require any formal written presentation, though most students like to take rough notes on the information they gather.

Suspense builds during the week as pupils discover more and more facts about the topic. To heighten this suspense, I insist that children not discuss the information they dig up, but keep all their research a secret until the end of the week.

Then 10 to 20 minutes after lunch on Friday we open the discussion. I bring out related photos and encourage students to present any photos or slides they have found. Then those pupils who gathered information are asked to stand. Students answer the particular question or questions asked; then recite one related fact per turn. For example, say one question is asked and it is: "How many minarets are on the Taj Mahal?" Once the question is answered, students may take turns reciting other facts about the Taj Mahal one at a time. There is to be no duplication of facts; so students must listen closely to what their peers say. The children can refer back to their notes, but they must use all information in their own words. If students run out of facts, they sit down, slowly eliminating the "standees" and



providing recognition for those who have researched the topic well. Though not all children have information to share, everyone must listen to the discussion. (I find that many students who didn't do research remember as much about the question as those who did.)

Following are topics and related questions I've used successfully.

- Week 1: Leaning Tower of Pisa
Why is this tower so famous? Why does it lean? Will it ever fall over?
- Week 2: Pompeii
What happened to this city? What was found when it was rediscovered?
- Week 3: Roman Colosseum
What kind of events took place in the Colosseum? How would its seating capacity compare with that of modern stadiums?
- Week 4: Great Wall of China
How long is the Great Wall? How long did it take to build it? Why was it built?
- Week 5: Parthenon
Why was the Parthenon built? What is in the center of one of the rooms? What caused its destruction?
- Week 6: White House
Did George Washington live in the White House? How many rooms does it have? What are some of the names of these rooms?
- Week 7: Washington Monument
Why was this monument built? How tall is it? If you walked to the top, how many steps would you climb?
- Week 8: Lincoln Memorial
What is in the center of this structure? Why does it have 36 columns?

- Week 9: Carlsbad Caverns
Not all of these caverns have been explored.
What might be found as other explorations are made?
- Week 10: Sequoias and California Redwoods
Why are these trees unusual? How old are some of them? What is the difference between sequoias and California redwoods?
- Week 11: Old Faithful
Why is Old Faithful so famous? How did it get its name? What is a geyser?
- Week 12: Niagara Falls
Niagara Falls is between what two countries? What are the names of the two falls? Why don't the falls look the way they did centuries ago?
- Week 13: Empire State Building
How tall is this building? Are there any buildings in the U.S. that are taller? What are the Freedom lights?
- Week 14: Great Pyramid of Giza
When was this pyramid built? Why was it built? How does its height compare with that of the Empire State Building?
- Week 15: Great Sphinx
What does this structure look like? What is the riddle of the Sphinx?
- Week 16: Abu Simbel Temples
How large are these temples? What do they look like? What happened to them in 1964?
- Week 17: Taj Mahal
Why was this structure built? What does it look like? What is a minaret? How many minarets does the Taj Mahal have?
- Week 18: Venice
What is unusual about this city? Why don't you see any cars in Venice? What serious problems has this city now?



- Week 20: Great Salt Lake
How salty is this lake? What is unusual about swimming in this lake? Is the salt the same salt we use at home?
- Week 21: Dead Sea
How did the Dead Sea get its name? How are the Dead Sea and the Great Salt Lake alike?
- Week 22: Stonehenge
How old is Stonehenge? What does it look like? Why do scientists think it was built? How did people move the stones there?
-  Week 23: Easter Island
How was this island formed? What strange things would you see on Easter Island? Why do you think they were built?
-  Week 24: Mesa Verde
Who used to live at Mesa Verde? What was unusual about their homes?
- Week 25: Eiffel Tower
Why was this tower built? Is it taller than the Empire State Building?
- Week 26: Louvre
Why was the Louvre built? Is it taller than the Empire State Building?
- Week 27: Tower of London
Who are some of the people who have been "guests" there? What is there now?
- Week 28: Big Ben
What is Big Ben? How large is it? What building is Big Ben a part of?
- Week 29: Reversing Falls of St. John
What unusual thing happen to these falls? Why does it happen?
- Week 30: Statue of Liberty
How big is this statue? How do workers change the light bulbs in the torch?

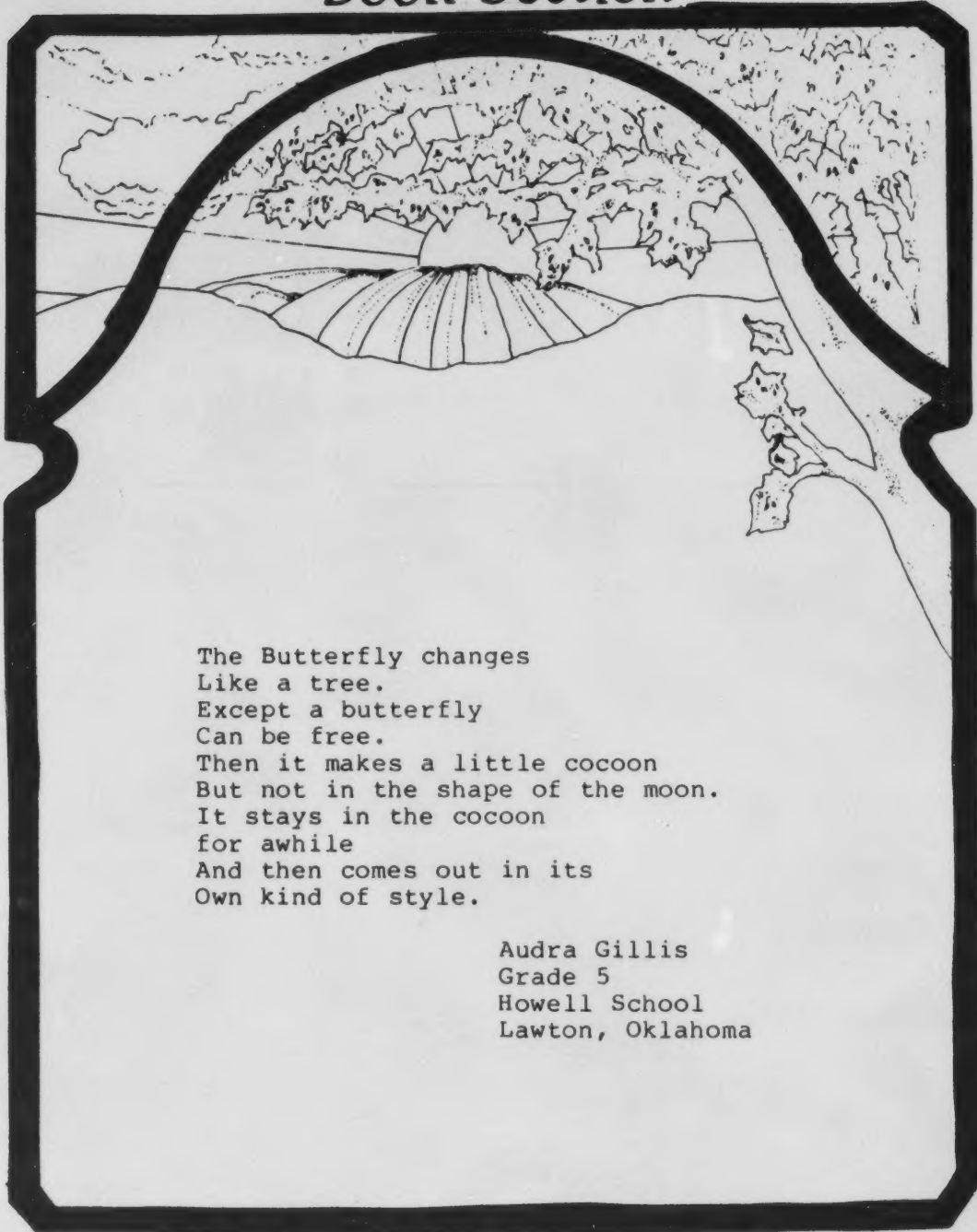
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ACTIVITIES TO DEVELOP LEADERSHIP

1. Write, produce, and direct a play for the lower grades from a story with which they are familiar.
2. Write a story and make a filmstrip and audio tape about the story. Present the story to the lower grades.
3. Be a reading buddy to a student in the same grade.
4. Tutor a child in a lower grade.
5. Organize and chair a panel discussion debating the significant features of a book familiar to the class.
6. Organize and chair a promotional campaign to market a product or service. (include advertisements, artwork, radio and television commercials.)
7. Intercom activities to promote reading
 1. short skit
 2. radio commercial
 3. dramatization
 4. choral reading
 5. compose a song and sing
8. Develop a newspaper for class or school.
9. Develop a tour guide of the school campus using photographs in an album and developing captions.
10. Read Robert's Rules of Order and adapt a procedure for usage in the classroom.



Book Section

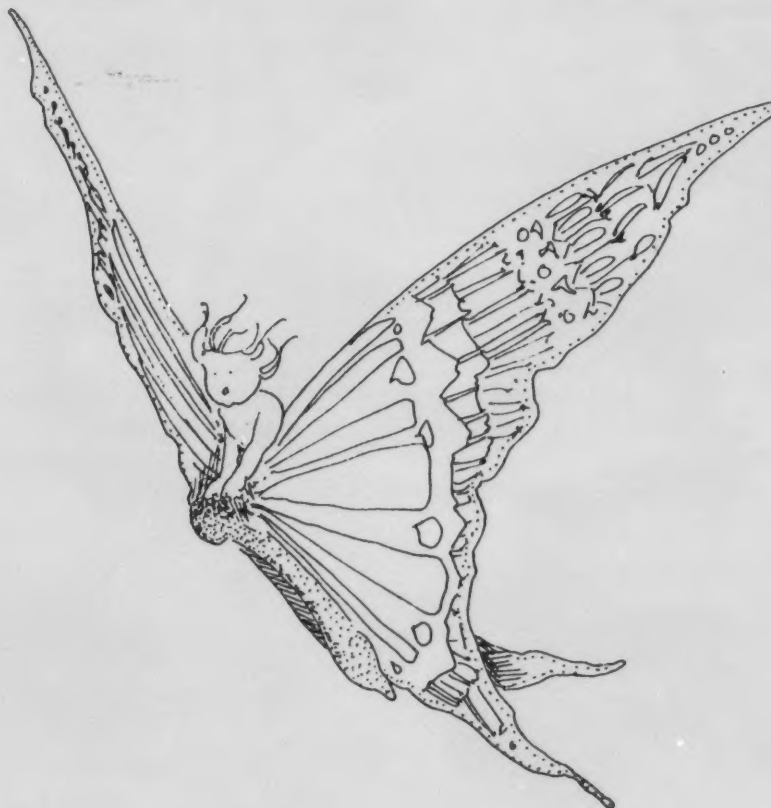


The Butterfly changes
Like a tree.
Except a butterfly
Can be free.
Then it makes a little cocoon
But not in the shape of the moon.
It stays in the cocoon
for awhile
And then comes out in its
Own kind of style.

Audra Gillis
Grade 5
Howell School
Lawton, Oklahoma

Explanation of Book Section

Included in the Book Section are a series of questions over books on different reading levels. Questions were developed according to the "Sampler's" taxonomy of thinking skills on pages 106 and 107. All or part of these questions may be used as individual or group projects. This type of questioning can be developed over any book at any level using this model.



GUS WAS A FRIENDLY GHOST

by Jane Thayer

Grade Level: 1-3

Summary: Gus is a ghost who lived in an old house in the country. Mr. & Mrs. Scott with their twins lived in the house during the summer months. Because Gus is lonesome when the Scotts leave, he invites Mouse to stay in the house with him. Since Gus likes the Scotts and Mouse, he has a difficult time settling the conflict between Mouse and the Scotts when the family returns.

LITERAL:

1. List ten action words that describe what Mouse did in the story.

INTERPRETIVE:

1. Why was Mouse being noisy and destroying things?
2. Why did Gus tell Mouse that's enough?

APPRECIATION:

1. Which character did you like best and why?
2. Would you like to read other books about Gus, the Ghost?

CREATIVE:

1. Plan a menu with special dishes for a cat, monkey, or another animal.
2. Write a ghost tale in which a ghost is unhappy, helps someone, or does something funny. Put the story on cassette.
3. Make sock puppets of Mouse and ghost and act out the story.



THE HOUSE ON EAST 88TH STREET
by Bernard Waber
Grade Level: 1-3

Summary: This is a story of a family who found a crocodile in their apartment when they moved into an apartment in a large city. The family came to accept Lyle, the crocodile, as a member of the family. When his former owner comes to claim him, the Primms are very unhappy.

LITERAL:

1. What was Lyle's occupation before he lived with the Primms.
2. List six things that Lyle could do that would be unusual for a crocodile.

INTERPRETIVE:

1. Why do you think the family came to love Lyle, the crocodile?
2. Why did Hector P. Valenti come back to get Lyle, the crocodile?
3. Why did Hector P. Valenti bring Lyle back to the Primms?

APPRECIATION:

1. Do you think the author made the story sound like a crocodile could live as a person?
2. Would you like to have a pet as gifted as Lyle? What animal would you choose?

CREATIVE:

1. Write a story of a bear, monkey, kangaroo, or other animal, that comes to live with a family.

2. Look up alligator and crocodile. List their likes and differences.

3. Draw cartoons of the story. Place the cartoons in sequence. Make captions or sentences for the cartoons. Make cartoons into a book for the class to read.



THE STORY OF FERDINAND
by Munro Leaf
Grade Level: 1-3

Summary: This is the story about Ferdinand, the bull who liked to sit in the meadow under the cork tree and smell flowers. Except for Ferdinand, what the other bulls wanted most of all was to be picked to fight at the bullfights in Madrid. Then, something unusual happened, and Ferdinand was chosen to fight in Madrid.

LITERAL:

1. What were the Banderilleros and Picadores supposed to do at the bullfight?
2. Who was the Matador?



INTERPRETIVE:

1. Why was Ferdinand picked for the bullfight?
2. Why did Ferdinand sit down in the middle of the ring?

EVALUATION:

1. Do you think a bull would really act like Ferdinand?

APPLICATION:

1. Compare a bullfight to a rodeo. How are they alike and how are they different?

INTEGRATION:

1. Do you think a rancher in Oklahoma would allow a bull to just sit and smell flowers?

CREATIVE:

1. Write a story about an animal that has a different or opposite characteristic than is normal for that animal. For example: a bird who wouldn't fly, a cat who barked, a mountain goat that was clumsy, or a skunk who smelled nice.
2. Make a puppet of Ferdinand and tell the story to the class.



ARE YOU MY MOTHER?
by P. D. Eastman
Grade Level: 1-3



Summary: A baby bird fell out of a tree after he had hatched while the mother bird was away from the nest. The story is a search by the baby bird for his mother. Since he does not know what she looks like, he asks all animals and things he meets if they are his mother.

LITERAL:

1. List in order all the animals and things that the baby bird asked, "are you my mother?"

INTERPRETIVE:

1. Why didn't baby bird know what his mother looked like?

APPRECIATION:

1. Underline the words that describe the book--
interesting, dull, sad, funny, lots of action, no action.
2. Would you recommend this book to a friend?

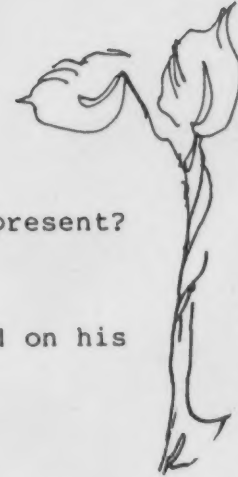
CREATIVE:

See if
you can
learn about
some baby animals
that do not
need a
mother when
born.

Write a
story about
a
lamb that
couldn't
find
its
mother.

Find a bird
book and learn
about the
different types
of nests birds
build.

BABOR COMES TO AMERICA
by Maurice Sendak
Grade Level: 1-3



LITERAL:

Who was Babor? What country did he represent?

REORGANIZATION:

Describe the events that Babor attended on his official visit.

INTERPRETIVE:

What did the President of the United States mean when he invited Babor for an "official visit?"

EVALUATION:

Do you think if the characters were human the story content could actually be a true story?

APPRECIATION:

What were some fatherly type responses Babor made towards his children?

APPLICATION:

Why do you think official visits are necessary?

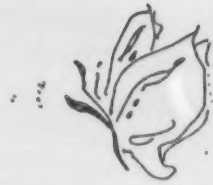
INTEGRATION:

Did reading Babor affect your feelings toward visiting dignitaries? What problems do they encounter?

CREATIVE:

What other places could Babor and his family visit if he had been in the State of Oklahoma?

THE WORST HOUND AROUND
by Cena C. Draper
Grade Level: 3-6



A young boy, his father and his dog are living on a farm in Missouri. Their bachelor existence is interrupted by an aggressive relative and his daughter barging into their contented happy existence. The theme is built around a blue hound who refuses to hunt as a hound should hunt.

LITERAL:

What was the problem Jorie faced with the blue hound?

INTERPRETIVE:

What do you think these expressions mean? Why do you think the author used these expressions?

- | | |
|--------------------|---------------|
| 1. hunkered down | 5. bone-weary |
| 2. joshing | 6. ruckus |
| 3. catching a beau | 7. reckon |
| 4. pridefully | 8. guffaw |

EVALUATION:

1. If you had been Jorie, how would you have felt about Sally? Would you have reacted as Jorie did?
2. When do you think Jorie started to accept Lou Ann as a friend?
3. Do you feel that Jorie accepted the adults as they were? Would you or your friends have reacted in the same way?

APPRECIATION:

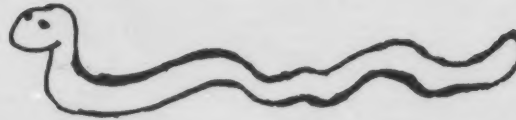
Was the book realistic in portraying the feelings and actions of a young boy?

CREATIVE:

1. Choose an incident or section in the book, and write a short skit to be presented in class.
2. Make a list of expressions that are used in your family or community.
3. Compare hunting in England with hunting as implied in this book.



HOW TO EAT FRIED WORMS
by Thomas Rockwell
Grade Level: 4-6



LITERAL:

1. What is the challenge Billy was confronted with and how did he cope? Did he accomplish his goal or not? Tell about it briefly.
2. What was his method of "getting down" all those worms?

REORGANIZATION:

1. In your own words, re-cap all the events leading up to the final episode of eating the worms. Don't forget to mention some of the "shady deals."
2. What type of worms was Billy eating?

INTERPRETIVE:

1. Your body is an amazing machine. You can put many things into this machine and not harm it. Is this story realistic? Could anyone eat worms on a consistent basis and not feel any side effects? Document your answer by talking to a medical doctor or a Green Beret.

EVALUATION:

1. Thomas Rockwell has chosen a topic in this book that children would love. However, some adults might find this subject repulsive. Write a brief

reaction from the point of view of the following people:

1. your parents
2. your grandparents
3. the neighborhood grouch
4. your doctor
5. your 14 year old sister



APPRECIATION:

1. In the expression "think before you speak", how could Billy have saved himself a lot of grief by thinking first? Cite a situation in your own life you would change if you could.
2. Why do you think the author chose this topic to write about?
3. Read another selection written by Thomas Rockwell. What similarities and differences can you detect in his style of writing?

APPLICATION:

1. What would you do if your son or daughter decided to eat worms or "mud pies" or some other questionable food?
2. What factors do you believe should be considered before you let someone coerce you into doing something you really do not approve?



INTEGRATION:

1. Place yourself in Billy's shoes. You have eaten x-number of worms. You are on your way to victory. You're very proud. Then your so-called best friends are trying to trick you into not keeping your end of the bargain. How would you cope with this? Would your feelings toward them change in any way? Would your overall attitude change toward them? Why or why not?

CREATIVE:

1. Create some "new" recipes for worms.
2. Do you think Betty Crocker would like the challenge of developing ways to eat worms? Explain.
3. Do you think the Betty Crocker Company could justify spending money on research and lab testing on recipes that include worms as part of the ingredients?
4. Can our government justify spending tax-payers' money on the space program? Or how about war-time missiles? How could we compare the Betty Crocker project with government projects? Is it the same or different? Explain.



SUMMER OF THE MONKEYS
by Wilson Rawls
Grade Level: 4-6

LITERAL:

1. What were the three main ideas you obtained about reaching goals after reading this selection?
2. Can you write a telegram summarizing Summer of the Monkeys in twenty-five (25) words?

REORGANIZATION:

1. Establish events leading to Jay's realizing there was a higher purpose for his prize.

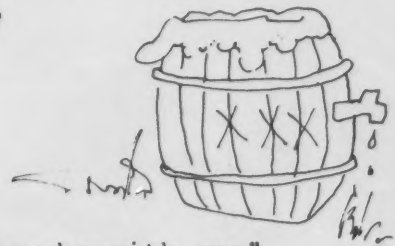
INTERPRETIVE:

1. How did Summer of the Monkeys affect your feelings about sharing?

EVALUATION:

1. Would Wilson Rawls agree or disagree with the following terms? What excerpts from the book can you find to support your view?

1. "me" generation
2. "time is money"
3. "that's your problem"
4. "laugh and the world laughs with you"
5. "cry and you cry alone"
6. "Bigger is better"
7. "Why me?"
8. "Do unto others as you would have them do unto to you"



2. Was Grandfather real in the entire story? Find an incident where you think Grandfather was not consistently in character and rewrite the paragraph to develop more authenticity or find a paragraph where Grandfather was particularly authentic.

APPRECIATION:

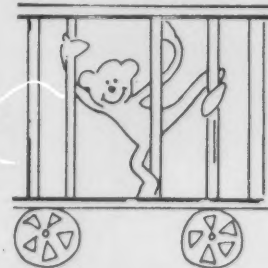
1. What two values can you find that are similar in Summer of the Monkeys and Where the Red Fern Grows? Summarize.
2. What are three figures of speech that you felt were particularly well-phrased?
3. What fabric would you select to represent Mother, Grandfather, Jay, and tell why you selected it to represent them.

APPLICATION:

1. What are some considerations you would make in setting long-term goals as president of a student council or other organizational leader?

INTEGRATION:

1. How did Summer of the Monkeys affect the way you think about material possessions vs. relationships in prioritizing your values?



2. How did reading Summer of the Monkeys affect the way you feel about people with handicaps?

CREATIVE:

1. Do you believe that communication skills such as sharing and caring are important in relationships? Why?
2. What position--one that fosters relationships or material possessions--will you take in future goal-reaching? Can you think of other alternatives to incorporate both?
3. Can you create a symbol to represent your position? Think of alternative medias: clay, paint, writing, weaving, carving.



MRS. FRISBY AND THE RATS OF NIMH
by Robert C. O'Brien
Grade Level: 4-6

The doctors at NIMH have created a race of super-intelligent rats--rats that can READ!!! When they make their escape from NIMH the rats decide to carry out a plan. Mrs. Frisby is only a mouse, but she's got rat-sized trouble with humans.

LITERAL:

What do the letters "NIMH" stand for?

REORGANIZATION:

Establish the events leading to the escape of the rats of NIMH.

INTERPRETIVE:

Compare the dwellings of the rats to your dwellings today. What are the similarities? Differences?

EVALUATION:

Look at the picture on page 179. What idea is the author trying to project? Could this really happen? Explain.

APPRECIATION:

What factors were taken into consideration in the overall plan of the rats of NIMH. Why was the plan kept a secret?



APPLICATION:

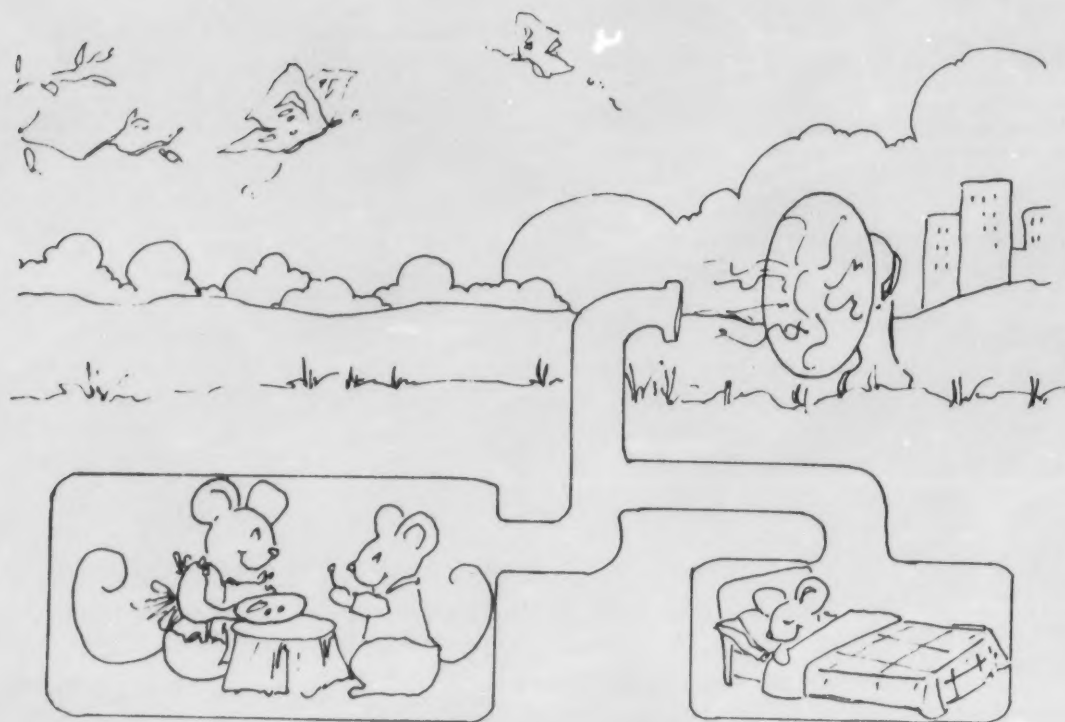
What would you do if educated rats took over our society?

INTEGRATION:

After reading this book, how do you think you're going to feel the next time you must set a mouse trap? Why?

CREATIVE:

Do you believe scientists should be using rats and other small animals for experimental injections? Write an editorial concerning your position and give it to your school newspaper.



THE VELVETEEN RABBIT
by Margery Williams
Grade Level: 4-6

This is a warm and touching story of a stuffed cloth rabbit and a little boy. The boy becomes very ill and has no other toy than his stuffed rabbit. Through the long illness the rabbit is loved so hard he becomes old and worn and is discarded by the nurse. Then he becomes Real by the nursery magic Fairy and learns what being Real really means.

LITERAL:

When the Rabbit asked the Skin Horse, "What is Real?", how did the Skin Horse answer him?

REORGANIZATION:

What experiences happened to the Rabbit before he became Real?

INTERPRETIVE:

What does being Real mean to you?

EVALUATION:

To become Real, the Skin Horse said, you must be loved for a long, long time. If this is true, would this relationship require any response from the person being loved?

APPRECIATION:

Do you think perhaps that people become Real after living and interacting with others for a long time? Explain your answer.

INTEGRATION:

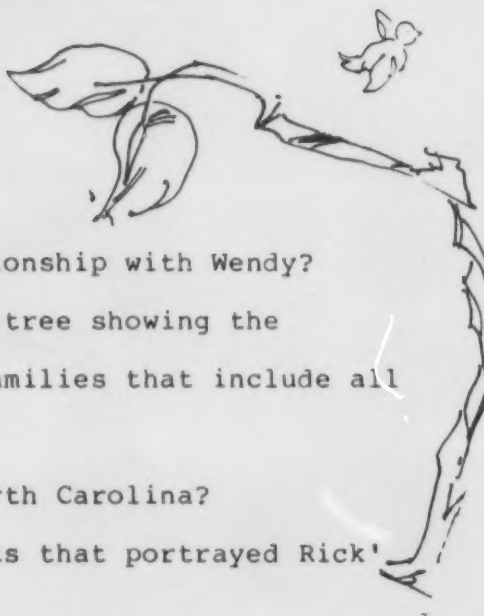
After reading The Velveteen Rabbit were your feelings affected in any way by people that are different from you?

CREATIVE:

In what ways are toys and pets important to children as they are growing up?



THE CITY ROSE
by Ruth White Miller
Grade Level: 4-6



LITERAL:

1. What was Rick's relationship with Wendy?
2. Can you make a family tree showing the relationship of the families that include all the main characters?
3. Why did Dee fly to North Carolina?
4. What were two incidents that portrayed Rick's surliness?

REORGANIZATION:

1. Establish the events that led to the discovery beneath the church.

INTERPRETIVE:

1. Compare Dee's attitude about herself in the beginning of the story to her attitude at the end.
2. What excerpts can you find that prove this?
3. What is one adjective that can describe Wendy?
4. Why do you describe Wendy with this attitude?
5. Write a description of Wendy or Dee using the Haiku form.

EVALUATION:

1. Was the ending satisfying to you? Why or why not?

2. Do you think Uncle George's character changed logically or would you have described him as being more gentle from the outset?
3. Was the title appropriate? Explain. Can you think of a better title?

APPLICATION:

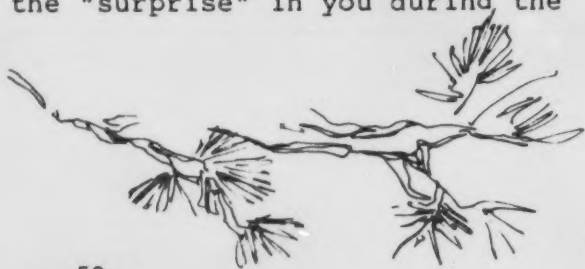
1. When Dee was trapped, did you find general "how-to" information that you might use in a similar situation?
2. Can you apply some of Dee's examples to being trapped in an elevator?

INTEGRATION:

1. How did this story affect the way you feel about persistence in arriving at justice?

CREATIVE:

1. If you were Flossie, would you have remained loyal to Rick? Explain. After thinking about this: Do you believe Flossie would have valued the motto: "Honesty Is Always The Best Policy"?
2. There were surprises about Wendy and Billy Franklin. What were they? Have you found the surprise in you yet? Maybe pondering this with others will help you think about it more in depth. How can you use the "surprise" in you during the next two weeks?



THEN AGAIN, MAYBE I WON'T
by Judy Blume
Grade Level: 4-8



LITERAL:

1. What were some of the problems that Tony faced, whether they were real or imagined?
2. Choose between an outline or a flow chart. Chart what Tony's life was like before his major move and his life after the move. How are they alike? different?

REORGANIZATION:

1. Name some situations that took place that led to Tony's conclusion that his friend, Joel, was not completely honest.
2. What type of boy is Tony?

INTERPRETIVE:

1. Analyze why Judy Blume, the author, has written this book. Remember, Judy Blume has written several books for young people. They are: Are You There God? It's Me Margaret and Iggie's House.
2. How do you think Tony felt when Joel stole from the corner store? How do you think the owner of the store felt about Joel? Joel's Dad?
3. Would it have made a difference to you if Joel had been poor and really needed the ball-point pens? Explain.

EVALUATION:

1. Would the author agree or disagree with the following statement? "The Rich Get Richer, and the Poor Get Poorer". Explain your answer.
2. In your judgement, should the author deal with controversial topics such as she dealt with in this book, and in Blubber, and Are You There God?, It's Me Margaret? Should these books be placed on the shelves of our libraries so all children can read them? How would your parents feel about you reading one of these books if they really knew what was in them?



APPRECIATION:

1. Do you think the author deals with subjects that are pertinent to the children of today? Explain.
2. Explain what the title means, Then Again, Maybe I Won't.

APPLICATION:

1. What would you do if you were in Tony's place?
2. What traits would you consider important in your friends? Do you think a person ought to choose their friends? Why or why not?

INTEGRATION:

1. How did this book affect your attitude toward moving to a completely new community, school, neighborhood, church, and making new friends?

2. How will this book affect your attitude toward the teenage years ahead, toward your friends when they do things you don't approve of, and toward your family when making a decision that disappoints you?

CREATIVE:

1. If you had been a teenager at the turn of the century when issues were not discussed as openly as they are today, to whom would you have turned to discuss your innermost secrets?
2. Do you believe the pendulum has swung to the extreme in our country in allowing sexual matters to be discussed over television, through the media, in books, and even in our schools? Do you believe our country is too open? Do you think the pendulum will swing back to the Puritan age when these matters were kept to themselves? Discuss with several classmates.



SADAKA AND THE THOUSAND CRANES
by Eleanor Coerr
Grade Level: 4-8

LITERAL:

1. Why was Sadaka extremely disappointed when she first found out about her disease?
2. Where is the monument in honor of Sadaka?

REORGANIZATION:

1. Research concerning leukemia--What type of cancer is it?
2. What series of events led to the bombing of Hiroshima?

INTERPRETIVE:

1. Why did the golden crane have the most significance for Sadaka?
2. Do you feel reaching a goal aided Sadaka in her fight with leukemia? Explain.
3. Using the Haiku form of poetry--compose a poem about Sadaka, courage, leukemia, or any other main character or idea that you choose from the story.



EVALUATION:

1. Would the author agree or disagree with the bombing of Hiroshima? Why? Why not?
2. How did the character of Sadaka, as developed by the author, influence your reaction to question one?

APPRECIATION:

1. Why did the author choose this title for the book?
2. How was a flying crane used to portray Sadaka's death?

APPLICATION:

1. How did Sadaka's steadfast courage become an example for her classmates and other victims of the atomic bomb?
2. Can you think of other victims in past or present history who are applying quiet courage toward their goals? You may want to refer to biographies of Gandhi and M. Luther King.
3. Can you think of another symbol that would have been more appropriate for Sadaka? In past history, what symbols have been used to portray fortitude or courage?

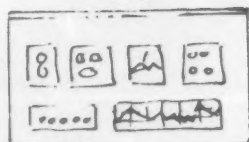
INTEGRATION:

1. How did Sadaka and the Thousand Cranes affect your attitudes toward the Japanese people during World War II?
2. How did this story affect your attitude toward terminal cancer patients?

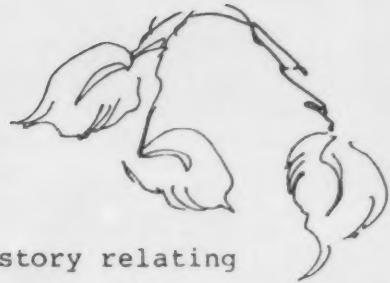


CREATIVE:

1. Assuming there are victims in our society--Have a debate with a classmate concerning the results of quiet courage vs. open rebellion.
2. What is courage? Is there a goal that you can think of to apply courage? Explain. Write a private letter to yourself addressing your personal block or fear and tell it how your quiet courage will finally "win".



WHERE THE RED FERN GROWS
by Wilson Rawls
Grade Level: 4-9



LITERAL:

1. What are three incidents in the story relating how Little Ann cared for Old Dan?
2. What happened to Old Dan after he was attacked by the mountain lion?
3. Make a cartoon of a dialogue of Old Dan's feelings toward Little Ann after his death? Would he approve of her reaction to his death?

REORGANIZATION:

1. List the characteristics for an ideal show dog such as Old Dan.

INTERPRETIVE:



1. Why do you think the author related to the Old Hound as he did in the first chapter, after having read of his feelings for Old Dan and Little Ann?
2. Why would you have liked having Billy for a master? Write a letter to Billy telling him why. Sign it, Old Dan and Little Ann.

EVALUATION:

1. Was the style of writing authentic for the time and area in which it was written? How can you demonstrate your opinion?

2. Was the ending believable? Would you have changed or added to the ending? Why or why not?

APPRECIATION:

1. Do you think Where the Red Fern Grows is a good title for this book? Why?
2. How is the character of Grandfather in Where the Red Fern Grows and Summer of the Monkeys similar? Give two or more examples.
3. What is similar about the color red (chosen for the fern) and the inner characters of Old Dan and Little Ann? Is there another color more appropriate? Why?

APPLICATION:

1. What is important to remember in choosing an animal for sharing in a competitive event? Why?
2. What is important to remember as the master in showing an animal in a competitive event? Pick a phrase from the selection that supports your view?



INTEGRATION:

1. How did this book affect your feelings concerning loyalty in animals and humans?

CREATIVE:

1. If you entered an animal in a competitive event, do you think rigid discipline,

kindness, or combinations of both would best result in a winner? Research and interview to explain your answer?

3. Research the different kind of competitive events currently in practice for dogs. Are some humane? Are some cruel? Why do you think so? How can you prove this?



FARENHEIT 451
by Ray Bradbury
Grade Level: 9-12



LITERAL:

1. Explain why the thinking intellectuals are considered the enemies in this novel.
2. How do the "refugees" plan to preserve knowledge and why?

REORGANIZATION:

1. Compare the different societies as presented in a Utopian Style novel such as Brave New World with the negative utopia presented in Fahrenheit 451.
2. Read Bradbury's The Martian Chronicles and compare the two futuristic societies he portrays.

INTERPRETIVE:

1. Do you think the world as presented in Fahrenheit 451 is a possibility? Why? List some of the elements in this novel that you think are present in today's society.
2. What do you think led to the futuristic book-banning society Bradbury so vividly portrays?
3. Why do you think Bradbury included a mechanical dog at the fire station? How does it symbolize their society?

EVALUATION:



1. Do you think the young people today are reading less? Is there a possibility we are becoming a society of non-readers? Choose and defend the idea that we do or do not need printed material (books) in our future.
2. Do you feel Bradbury's portrait of a society that destroys individualism is valid? Why? Evaluate the line "society promotes mindless conformity."

APPRECIATION:

1. Why do you think Bradbury is so pessimistic about man's future?
2. Talk with an older person about the ways things used to be. Have them tell you how they feel about the progress of society.

APPLICATION:

1. Choose a modern appliance that could dominate our lives in much the same way TV dominated Mildred's life, and explain how it would happen.
2. Science Fiction gives insight to problems we may experience in the future. How can Science Fiction help people think about the way they live now and change some aspect of their lives?

INTEGRATION:

1. Some of the Science Fiction predictions of the past have come true. Science and technology is continuously developing and changing our world. Concentrate on one or two aspects of society and list how they may be changed within the next 50 years. Ex: travel, medicine, etc.

CREATIVE:

1. Develop a Science Fiction newspaper or magazine that includes original stories, plays, poems, articles, etc., about a future such as Fahrenheit 451 portrays. (This should be a group project)
2. Develop a positive or negative utopia that might exist 100 years from now. Imagine and describe how it would be to live in a world like this.
3. Write a play that would be considered "legal" for members of Fahrenheit 451's society to view.



THE OUTSIDERS
by S. E. Hinton
Grade Level: 6-12



LITERAL:

1. According to Ponyboy, what is the difference between a gang and a pack?
2. Tell some rules which govern "greasers."

REORGANIZATION:

1. Report the series of events which led up to the killing of Dally by the police.
2. List and describe each of the major characters being sure to give a nickname for each.

INTERPRETIVE:

1. Explain why Two-Bit said he still really liked school in spite of the fact that he was 18 1/2 and only a junior.
2. In what ways is Ponyboy different from most of the other gang members?

EVALUATION:

1. In what way could it be argued that the "greasers" and "socs" were really a good deal alike?
2. Does this story illustrate the fact that young people are much more likely to be in trouble when unsupervised by adults?

APPRECIATION:

1. Why do you think the "socs" hated the "greasers" so much?
2. Why are the simple vocabulary and short sentences appropriate as the writing style for the material covered in this story?

APPLICATION:

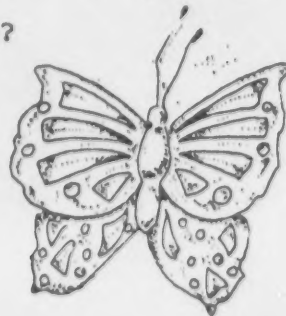
1. If you wanted to form a group of people into a gang what would you have to do?
2. How could the lessons learned by Ponyboy be applied to your own experiences?

INTEGRATION:

1. Given the same set of circumstances faced by Johnny and Ponyboy, how would you react if you thought you had hurt someone seriously or even killed them?
2. What would your life be like without adults in it?

CREATIVE:

1. Name two groups at your school who have value conflicts. How do they react to each other?
2. Project Ponyboy fifteen years into the future? What kind of parent do you think he will be? What job will he have?



TEX
by S. E. Hinton
Grade Level: 7-10



LITERAL:

1. Why did Mason sell Negrito?
2. What did Tex's father do to earn a living?
3. What painful fact did Tex learn about his heritage?

REORGANIZATION:

1. Group all the characters in the story by 'family'.
Draw three different trees placing each character's name on one limb of his 'family tree'.
2. What three significant events foreshadowed the climax of this story?

INTERPRETIVE:

1. What does Tex mean when he says, "There are people who go places and people who stay"?
2. In your own words describe the personality of Jamie--a character sketch.

EVALUATION:

1. Compare Tex with another S. E. Hinton book, The Outsiders. How are the themes and characters alike or different?
2. What effect does life without his parents have on Tex? On Mason?

APPRECIATION:

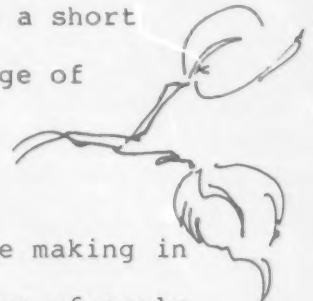
1. Discuss the literary style of Tex: i.e. vocabulary

sentence length, paragraph development?

2. Compare and contrast the writing style of Tex with that of the American classic Huckleberry Finn by Mark Twain?

APPLICATION:

1. Imagine and explain in a one page paper how you might feel, should a family member sell something as valuable to you as Negrito was to Tex.
2. Based on Hinton's philosophy about adult authority figures (as demonstrated in Tex) design a short skit using three characters under the age of eighteen.



INTEGRATION:

1. What points does S. E. Hinton seem to be making in this story about the controversial topics of early marriage and the abuse of drugs? Use specific examples.
2. In what ways are the lives of Mason and Tex affected by the absence of their father and from the home?



CREATIVE:

1. Compare and contrast S.E. Hinton's philosophy of the civilization process with that illustrated in The Lord of the Flies by Golding. Use specific examples from both books to support your opinions.
2. Write an essay about your own idea of what life might be like without adult authority figures.

ESSAY ON FRIEND
by Ralph Waldo Emerson
Grade Level: 9-12



LITERAL/REORGANIZATION:

1. List the qualities Emerson considers a friend would possess.
2. Classify them in order of importance to you.

INTERPRETIVE:

1. Consider, in your own mind, ways in which Emerson's ideas of friendship might enter into your own attitudes or actions.
2. Discuss in essay. According to qualities, who in today's society may be compared to Emerson?

EVALUATION:

1. Decide on five goals you would like to set up for yourself to improve your relationships and become a friend as in Emerson's definition.
2. Emerson's work has been criticized as being rambling in construction. Evaluate "Friendship" in written form using examples.

APPRECIATION:

1. What single sentences do you find in the essay which might be added to the list of famous quotations?
2. Emerson says "If you want a friend, be a friend." Discuss this quote in terms of your relationships.

APPLICATION:

1. Collect quotes dealing with friendship and compile them in a section of your notebook.
2. List five statements you believe important to have a friendly relationship.
3. Develop a list of vocabulary words, which describe friendship.

1. Civility
2. Mask



INTEGRATION:

1. Write a contrast between Franklin and Emerson illustrating their differences in subject matter and point of view as shown in the quotations from each writer.
2. Read a biographical summary of Emerson. How do you interpret his life experiences and acquaintances effecting his writing?



THE LONER
by Ester Wier
Grade Level: 9-12

LITERAL:

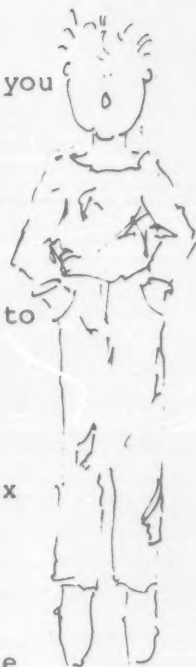
1. Who are Boss, Jup and Juno?
2. What does a sheepherder do?
3. Draw a picture of Boss's home on the range as you visualize it.
4. What loss did Boss suffer in her life?

INTERPRETIVE:

1. What is the importance of the name Boss gives to "boy"?
2. What role does Tex play in this book?
3. Write a letter as if you were David telling Tex what it feels like to be a loner.

APPRECIATION:

1. Why do you think the author chose the title The Loner for the book?
2. Angie brings Ben's clothes for David to wear. What kind of feelings do you think Boss experienced when she saw David in her son's clothing? Describe these feelings.
3. Everyone at some time or another feels like a loner. Beginning today, record your feelings each day for the next five days of the time(s) you have felt alone.



4. David felt needed for the first time in his life.
When do you feel most needed? List three ways you
feel needed.

APPLICATION:

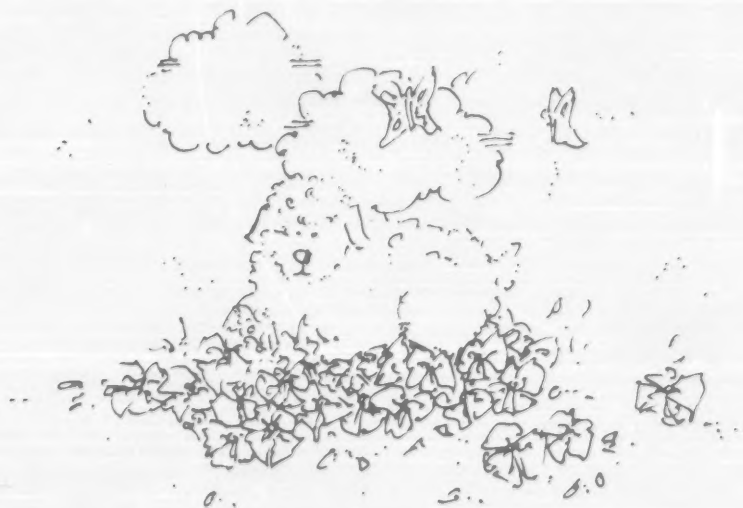
1. What skills are necessary to be a good
shepherd?
2. What is important to remember in dealing with
wild animals?

INTEGRATION:

1. How did reading The Loner affect your attitudes
toward migrant children? Explain.
2. How did David "help" Boss by killing the bear?

CREATIVE:

1. If you were David, would you have disobeyed Boss
and used the gun? Why or why not?
2. Using a visual art media--clay, paints, weaving,
etc., create a symbol that shows what it means
to have a home.

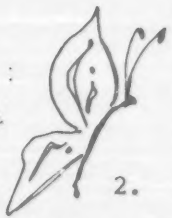


THE HOBBIT
by J. R. R. Tolkien
Grade Level: 9-12

LITERAL:

1. List at least three of the adventures Bilbo and the dwarfs experience while searching for the ring.

REORGANIZATION:

- 
1. Describe Bilbo's experiences which symbolize human anxieties and human fears. Think of experiences in the world today that relate to the same fears and anxieties.
 2. List the characteristics of Bilbo that helped him overcome different obstacles. How could the same characteristics be of any value today?

INTERPRETIVE:

1. Read a biographical sketch of Tolkien. Speculate (from what you learned about his childhood) why he wrote The Hobbit.
2. What is Tolkien trying to tell us about war?
3. Research riddles used in fairy tales and myths. Compare the importance the use of riddles played between Gollum and Bilbo to their use in other literature.

EVALUATION:

1. Truth means different things to the characters in The Hobbit. For example, the Bard the man, Truth is being a hero and killing a dragon. What is Truth to Thorin, the dwarfs' leader; to Gandalf, the wizard; and to Bilbo. Compare or contrast at least two of these.

APPRECIATION:



1. Why do you think Tolkein wrote The Hobbit?
2. Do you feel there is a need for fantasy in today's world? Why or why not?

APPLICATION:

1. Explain how Tolkien feels about nobility. How is nobility possible for ordinary people today?

INTEGRATION:

1. How do the actions of one individual matter in our society?
2. Can we act freely when so many controls seem to rule our lives? Explain.

CREATIVE:

1. Develop an imaginary kingdom of your own. Design a map and create names for different parts of the kingdom. Develop a fantasy character that resides in this kingdom.

THE GREAT GATSBY
by F. Scott Fitzgerald
Grade Level: 9-12



LITERAL:

1. What was Gatsby's relationship to Daisy?
2. What was Gatsby's real name and "profession"?
3. At what did Gatsby stare in Daisy's house?

REORGANIZATION:

1. Make a time line of Gatsby's life from earliest date to his death.

INTERPRETIVE:

1. Compare Nick's impression of Gatsby and his wealth in the beginning chapters to those of the ending. Find two excerpts that prove this.
2. Think of five adjectives that describe the brittleness of the Jazz Age.
3. Was Gatsby naive in his romantic attachment to Daisy by modern standards? Support your opinion with excerpts.

CRITICAL:

1. Why do you think Nick narrates the story instead of Gatsby?
2. Do you think he is more effective than Gatsby as a narrator? Why?
3. Read about F. Scott Fitzgerald's own life. How is

Gatsby much like Fitzgerald in this summation of the Jazz Age?

4. Give an example of Fitzgerald's precise style by quoting one of Nick's epitaphs at the end of a chapter.

APPLICATION:

1. Did you find any basis for applying Fitzgerald's view of attraction for glamour while being opposed to its pettiness in a current life incident?
2. Can you apply this view to television shows or movies of today?
3. Can you apply this view to Oklahoma's oil boom and the money which is currently generated.

INTEGRATION:

1. How did this story make you feel personally about glamour vs. reality?

CREATIVE:

1. Can you compose two epitaphs describing Gatsby's growth; one that would tell the unsuspecting world who he was and one that represents the real Gatsby?
2. Write a diamante contrasting the "Great" Gatsby with the real Gatsby.



ETHAN FROME
by Edith Wharton
Grade Level: 9-12



LITERAL:

1. How is Zeena planning to rid herself of Mattie?
2. What incident occurred that left Mattie a sour and bitter woman?
3. How did Ethan plan to end his and Mattie's future?

REORGANIZATION:

1. In outline form, show the traps which bind Ethan Frome, Mattie and Zeena.

INTERPRETIVE:

1. What is ironical about Zeena and her hypochondria as portrayed in the beginning and end of the story?
2. Why is Starkfield an appropriate name for the village?
3. Why would "trapped" describe every personality in the book? Find excerpts that prove this point.
4. What choice could each have made to attain freedom?

CRITICAL:

1. Why is Ethan Frome described as the American Wuthering Heights?
2. Do you think Zeena's and Mattie's characters changed logically near the climax? Why or why not?

APPLICATION:

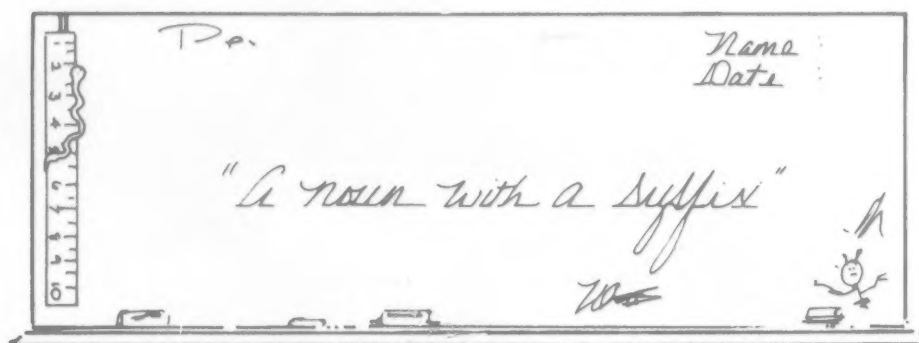
1. Are there really "traps" in life and to what extent are they personal choices? Cite an example from a current newspaper article.

INTEGRATION:

1. How did this story make you feel about the importance of balance of emotion and intellect? Was there an imbalance? Explain how you would avoid this situation.

CREATIVE:

1. If you were Mattie, would you have stayed in Zeena's home after the accident? Explain what you would have done.
2. Can you think of another relationship in a novel or life when, due to circumstances, people are "trapped" with each other? Can you think of a new way to liberate them?



HATTER FOX
by Marilyn Harris
Grade Level: 9-12



SK

This is a sensitive love story about a 17-year-old Navajo Indian girl and a young doctor, Teague Summer, written by an Oklahoman author, Marilyn Harris. Dr. Summers takes a special interest in her at the girls' state reformatory when he learns that if she doesn't respond to treatment she will be sent to a mental hospital and drugged for life.

LITERAL:

What acts of violence did Hatter Fox commit in the state reformatory?

REORGANIZATION:

What experiences in Hatter Fox's life contributed to her violent acts in the reformatory?

INTERPRETIVE:

What feelings were aroused in Dr. Summers when he saw Hatter Fox in the reformatory?

EVALUATION:

How do you feel about the treatment Hatter Fox received considering her violent behavior?

APPRECIATION:

How do you think the author, Marilyn Harris, was able to write so realistically about Hatter Fox?

INTEGRATION:

While reading Hatter Fox what feelings were invoked within yourself towards this Indian girl?

CREATIVE:

What are some positive experiences that could have happened early in Hatter Fox's life that would have changed the course of her life?



THE OLD MAN AND THE SEA
by Ernest Hemingway
Grade Level: 9-12



LITERAL:

1. Of what sport are both the old man and the boy fond?
2. What mutilates the fish?
3. What makeshift means did the old man use to repel the sharks?

REORGANIZATION:

1. Outline the events of days one, two and three of the catch.

INTERPRETATION:

1. How does Santiago view the sea--as an enemy?
Find excerpts to prove your point of view.
2. What adjective would appropriately describe Santiago's attitude toward the long run of bad fishing and the disappointment of losing his catch?

CRITICAL:

1. How is Santiago different from Captain Ahab concerning his feelings toward nature generally?
2. Do you think Santiago's reaction to his loss of falling asleep was "in character"? Why or why not?

APPLICATION:

1. What did Santiago do when fearful and frustrated?
Did you find a certain stoic quality that might be applied in a similar situation? Explain.

INTEGRATION:

1. Can you apply Santiago's struggle to current sales techniques? How do (a) persistence and (b) the closing parallel with what happened to Santiago?

CREATIVE:

1. In a competitive event, how important is persistence. Research to support your answer.
2. Why would you term this book a tragedy with overtones of victory?
3. What (a) music can you compose, or (b) picture can you sketch to illustrate the following:
 1. The poignant scene of no fish for 84 days
 2. the three-day struggle
 3. the attack of sharks, and
 4. the final stoic endurance of the old man.



THE MARTIAN CHRONICLES
by Ray Bradbury
Grade Level: 9-12



LITERAL:

1. What are some of the reasons people have come to colonize Mars?
2. Why was this written as a series of events over 27 years?
3. List several examples from The Martian Chronicles of satire about man and his work.

REORGANIZATION:

1. How does Bradbury's treatment of the future in Fahrenheit 451 compare with the future he portrays in The Martian Chronicles or in the short story "The Illustrated Man"?
2. How can the lesson Bradbury presented of explorers and colonists destroying a magnificent civilization be applied to today's society?

INTERPRETIVE:

1. What is Bradbury saying about the way people were living on earth to cause such mass flight to Mars?
2. What does Bradbury want you to understand about today's society when he says the settlers "beat the strange world into a shape that was familiar to the eye?"

3. Why did Bradbury create a race of Martians that were delicate and attractive rather than grotesque as many Science Fiction writers do?

EVALUATION:

1. What is Bradbury saying about the nature of humanity?
2. Why does he present man as having an inborn desire to destroy?
3. Read other Bradbury novels and analyze his themes.

APPRECIATION:

1. How do you feel about the values earthmen brought to Mars?
2. Would you want to bring your culture to a new civilization? Why?

APPLICATION:

1. What should our goals of space exploration be? How do you think our world would react today if they found extraterrestrial life on a planet?

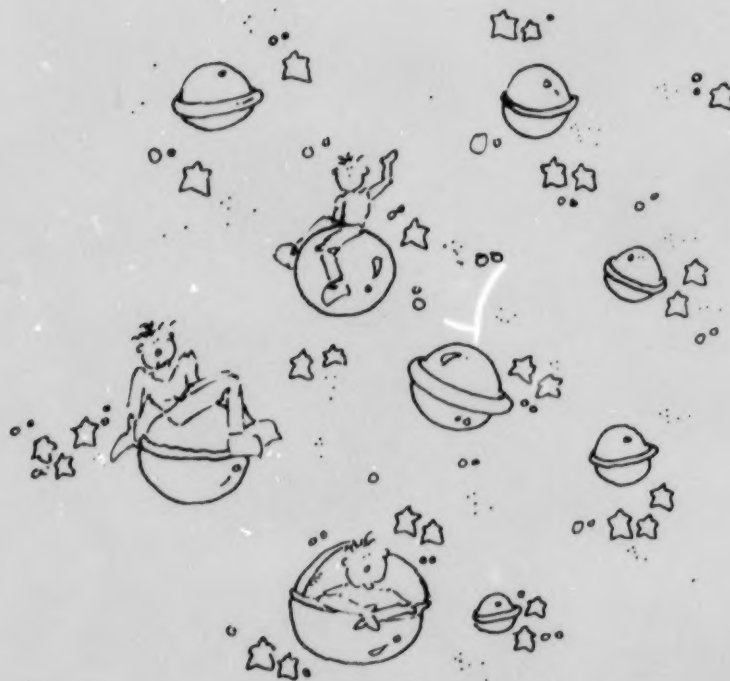
INTEGRATION:

1. Imagine you have just landed on a planet with a unique peaceful civilization. You are alone and miss your home. Would you bring an Earth's culture to this planet, preserve the culture that is there, or begin something new? Explain how and why.



CREATIVE:

1. As a space explorer, send a description of a newly discovered planet back to "Earthlings" slanted toward the idea of eventually populating the land.
2. Pretend to be a town guide and take a group of space travelers to Mars, pointing out the monuments and beauty of the martian country with a history of their civilization.



Book Lists

SEQUOYAH CHILDREN'S BOOK AWARD PREVIOUS WINNERS

- 1982 Howe, Deborah, Howe, James. Bunnicula, A Rabbit-Tale of Mystery. Atheneum, 1979.
- 1981 Clymer, Eleanor. The Get-Away Car. Dutton, 1978.
- 1980 Pfeffer, Susan. Kid Power. Watts, 1977.
- 1979 Rawls, Wilson. Summer of the Monkeys. Doubleday, 1977.
- 1978 Bulla, Clyde R. Shoeshine Girl. Crowell, 1975.
- 1977 Merrill, Jean. The Toothpaste Millionaire. Houghton, 1974.
- 1976 Rockwell, Thomas. How to Eat Fried Worms. Watts, 1973.
- 1975 Blume, Judy. Tales of a Fourth Grade Nothing. Dutton, 1972.
- 1974 Ellis, Melvin Richard. Flight of the White Wolf. Holt, 1970.
- 1973 White, E. B. The Trumpet of the Swan. Harper, 1970.
- 1972 Dunn, Mary Lois. The Man in the Box. McGraw, 1976.
- 1971 Cleary, Beverly. Romana the Pest. Morrow, 1968.
- 1970 Henry, Marguerite. Mustang. Rand, 1966.
- 1969 Stahl, Ben. Blackbeard's Ghost. Houghton, 1965.
- 1968 Morey, Walt. Gentle Ben. Dutton, 1965.
- 1967 Fitzhugh, Louise. Harriet the Spy. Harper, 1964.
- 1966 North, Sterling. Rascal. Dutton, 1963.
- 1965 L'Engle, Madeleine. Wrinkle in Time. Farrar, 1962.
- 1964 Robinson, William. Where the Panther Screams. o.p.
- 1963 Whitney, Phyllis. The Mystery of the Haunted Pool. Hale, 1960.
- 1962 Peare, Catherine. The Helen Keller Story. Crowell, 1959.
- 1961 Heinlein, Robert. Have Space Suit, Will Travel.  Scribner, 1958.
- 1960 Henry, Marguerite. Black Gold. Rand, 1957. 0
- 1959 Gipson, Fred. Old Yeller. Harper, 1965.

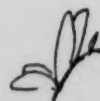
THE CALDECOTT MEDAL BOOKS



- 1981 Jumanji. Chris Van Allsburg. (Houghton)
 1980 Ox-Cart Man. Donald Hall. (Viking)
 1979 Girl Who Loved Horses. Paul Goble. (Bradbury)
 1978 Noah's Ark. Peter Spier. (Doubleday)
 1977 Ashanti to Zulu. Leo and Diane Dillon. (Dial)
 1976 Why Mosquitoes Buzz in People's Ears: A West African Tale. Leo and Diane Dillon. (Dial)
 1975 Arrow to the Sun. Gerald McDermott. (Viking)
 1974 Duffy and the Devil. Margot Zemach. (Farrar)
 1973 The Funny Little Woman. Blair Lent. (Dutton)
 1972 One Fine Day. Nonny Hogrogian, retel. (Macmillan)
 1971 A Story - A Story. Gail E. Haley. (Atheneum)
 1970 Sylvester and the Magic Pebble. William Steig. (Windmill Books)
 1969 The Fool of the World and the Flying Ship. Uri Shulevitz. (Farrar)
 1968 Drummer Hoff. Ed Emberley. (Prentice-Hall)
 1967 Sam, Bangs, and Moonshine. Evaline Ness. (Holt)
 1966 Always Room for One More. Nonny Hogrogian. (Holt)
 1965 May I Bring a Friend? Beatrice Schenk de Regniers. (Atheneum)
 1964 Where the Wild Things Are. Maurice Sendak. (Harper)
 1963 The Snowy Day. Ezra Jack Keats. (Viking)
 1962 Once a Mouse. Marcia Brown. (Scribner)
 1961 Baboushka and the Three Kings. Ruth Robbins. (Parnassus)
 1960 Nine Days to Christmas. Marie Hall Ets. (Viking)
 1959 Chanticleer and the Fox. Barbara Cooney. (Crowell)
 1958 Time of Wonder. Robert McCloskey. (Viking)
 1957 A Tree Is Nice. Janice Udry. (Harper)
 1956 Frog Went A-Courtin'. Feodor Rojankovsky. Retold by John Langstaff. (Harcourt)
 1955 Cinderella. Marcia Brown. Retold from Perrault. (Scribner)
 1954 Madeline's Rescue. Ludwig Bemelmans. (Viking)
 1953 The Biggest Bear. Lynd Ward. (Houghton)
 1952 Finders Keepers. Will Kipkind. (Harcourt)
 1951 The Egg Tree. Katherine Milhouse. (Scribner)
 1950 Song of the Swallows. Leo Politi. (Scribner)
 1949 The Big Snow. Elmer and Berta Hader. (Macmillan)
 1948 White Snow, Bright Snow. Alvin Tresselt. (Lothrop)
 1947 The Little Island. Golden MacDonald. (Doubleday)
 1946 The Rooster Crows. Maude and Miska Petersham. (Macmillan)
 1945 Prayer for a Child. Rachel Field. (Macmillan)
 1944 Many Moons. James Thurber. (Harcourt)
 1943 The Little House. Virginia Lee Burton. (Houghton)
 1942 Make Way for Ducklings. Robert McCloskey. (Viking)
 1941 They Were Strong and Good. Robert Lawson. (Viking)
 1940 Abraham Lincoln. Ingri and Edgar Parin d'Aulaire (Doubleday)
 1939 Mei Li. Thomas Handforth. (Doubleday)
 1938 Animals of the Bible. Dorothy P. Lathrop. (Lippincott)

THE NEWBERRY MEDAL BOOKS

- 1981 Willard, Nancy. A Visit to William Blakes Inn. (Harcourt)
- 1980 Blos, John. Gathering of Days: A New England Girl's Journal. (Scribner)
- 1979 Raskin, Ellen. The Westing Game. (Dutton)
- 1978 Paterson, Katherine. Brige to Terabithia. (Crowell)
- 1977 Taylor, Mildred D. Roll of Thunder, Hear My Cry. (Dial)
- 1976 Cooper, Susan. The Grey King. (Atheneum)
- 1975 Hamilton, Virginia. M.C. Higgins the Great. (Macmillan)
- 1974 Fox, Paula. The Slave Dancer. (Bradbury)
- 1973 George, Jean. Julie of the Wolves. (Harper)
- 1972 O'Brien, Robert. Mrs. Frisby and the Rats of NIMH. (Atheneum)
- 1971 Byars, Betsy. Summer of the Swans. (Viking)
- 1970 Armstrong, William M. Sounder. (Holt)
- 1969 Alexander, Lloyd. The High King. (Holt)
- 1968 Konigsberg, W. L. From the Mixed-Up Files of Mrs. Basil E. Frankweiler. (Atheneum)
- 1967 Hunt, Irene. Up a Road Slowly. (Pollett)
- 1966 Trevino, Elizabeth. I, Juan de Pareja. (Farrar)
- 1965 Wojciechowsha, Maia. Shadow of a Bull. (Atheneum)
- 1964 Neville, Emily. It's Like This, Cat. (Harper)
- 1963 L'Engle, Madeleine. A Wrinkle in Time. (Farrar)
- 1962 Speare, Elizabeth G. The Bronze Bow. (Houghton)
- 1961 O'Dell, Scott. Island of the Blue Dolphins. (Houghton)
- 1960 Krumgold, Joseph. Onion John. (Crowell)
- 1959 Speare, Elizabeth G. The Witch of Blackbird Pond. (Houghton)
- 1958 Keith, Harold. Rifles for Watie. (Crowell)
- 1957 Sorensen, Virginia. Miracles of Maple Hill. (Harcourt)
- 1956 Lathan, Jean Lee. Carry On, Mr. Bowditch. (Houghton)
- 1955 DeJong, Meindert. The Wheel on the School. (Harper)
- 1954 Krumgold, Joseph. And Now Miguel. (Crowell)
- 1953 Clark, A. N. Secret of the Andes. (Viking)
- 1952 Estes, Eleanor. Ginger Pye. (Harcourt)
- 1951 Yates, Elizabeth. Amos Fortune, Free Man. (Dutton)
- 1950 DeAngeli, Marguerite. The Door in the Wall. (Doubleday)
- 1949 Henry, Marguerite. King of the Wind. (Rand McNally)
- 1948 DeBois, William Pene. The Twenty-One Balloons. (Viking)
- 1947 Bailey, Carolyn Sherwin. Miss Hickory. (Viking)
- 1946 Lenski, Lois. Strawberry Girl. (Lippincott)
- 1945 Lawson, Robert. Rabbit Hill. (Viking)
- 1944 Forbes, Esther. Johnny Tremain. (Houghton)
- 1943 Gray, Elizabeth Janet. Adam of the Road. (Viking)
- 1942 Edmonds, Walter D. The Matchlock Gun. (Dodd)
- 1941 Sperry, Armstrong. Call It Courage. (Macmillan)
- 1940 Daugherty, J. Daniel Boone. (Viking)
- 1939 Enright, Elizabeth. Thimble Summer. (Holt)
- 1938 Seredy, Kate. The White Stag. (Viking)
- 1937 Sawyer, Ruth. Roller Skates. (Viking)
- 1936 Brink, C. R. Caddie Woodlawn. (Macmillan)
- 1935 Shannon, Monica. Dobry. (Viking)
- 1934 Meigs, Cornelia. Invincible Louisa. (Little)
- 1933 Lewis, E. P. Young Fu of the Upper Yangtze. (Holt)
- 1932 Armer, L. A. Waterless Mountain. (McKay)
- 1931 Coatsworth, Elizabeth. The Cat Who Went to Heaven. (Macmillan)
- 1930 Field, Rachel. Hitty, Her First Hundred Years. (Macmillan)
- 1929 Kelly, Eric P. Trumpeter of Krakow. (Macmillan)
- 1928 Mukerji, Dhan Gopal. Gay Neck. (Dutton)
- 1927 James, Will. Smoky, the Cowhorse. (Scribner)
- 1926 Chrisman, Arthur B. Shen of the Sea. (Dutton)
- 1925 Finger, Charles J. Tales From Silver Lands. (Doubleday)
- 1924 Hawes, Charles Boardman. The Dark Frigate. (Little)
- 1923 Lofting, Hugh. Voyages of Dr. Dolittle. (Lippincott)
- 1922 Van Loon, H. W. The Story of Mankind. (Liverwright)



BOOKS FOR GIFTED AND TALENTED CHILDREN

Third Grade

d'Aulaire, Ingri & Edgar P.	Buffalo Bill
Averill, Esther	Daniel Boone
Behn, Harry	The Two Uncles of Pablo
Brown, Marcia	Dick Whittington & His Cat
Clark, Ann Noland	Little Navajo Bluebird
Chaucer, Geoffrey	Chanticleer (as told and illustrated by Barbara Coon)
De Jong, Meindert	The Singing Hill
Haviland, Virginia	Favorite Fairy Tales Told in Ireland
McCloskey, Robert	Homer Price
Merrill, Jean	The Superlative Horse
Milne, A. A.	Winnie the Pooh
Rawlings, Marjorie W.	The Secret River
Schweitzer, Byrd B.	Amigo
Thurber, James	Many Moons



Fourth Grade

Buttersworth, Oliver	The Enormous Egg
Coatsworth, Elizabeth	The Cat Who Went to Heaven
Edmonds, W. D.	The Matchlock Gun
Estes, Eleanor	The Moffats
Farjeon, Eleanor	The Little Bookroom
Henry, Marguerite	Brighty of the Grand Canyon
Kipling, Rudyard	Just So Stories
Lawson, Robert	Rabbit Hill
Lindgren, Astrid	Pippi Longstocking
Mowat, Farley	Owls in the Family
Selden, George	The Cricket in Times Square

Fifth Grade

Brink, Carol	Caddie Woodlawn
Burnett, Frances Hodgson	The Secret Garden
Colum, Padraic	Golden Fleece
Daugherty, James	Of Courage Undaunted
Grahame, Kenneth	Wind in the Willows
Heyerdahl, Thor	Kon-Tiki
Judson, Clara	Thomas Jefferson
Latham, Jean	Carry On, Mr Bowditch
Lawson, Robert	Ben and Me
Lewis, Elizabeth	Young Fu of the Upper Yangtze
O'Dell, Scott	Island of the Blue Dolphins
Sandburg, Carl	Abe Lincoln Grows Up
Sperry, Armstrong	Call It Courage
White, Elwyn Brooks	Charlotte's Web

Sixth Grade

Benary-Isbert, Margot	The Ark
Coatsworth, Elizabeth	The Last Fort
DuBois, William Pene	Twenty-One Ballons
Forbes, Esther	Johnny Tremain
Gray, Elizabeth Janet	Adam of the Road
Henry, Marguerite	King of the Wind
James, Will	Smoky, the Cowhorse
Kipling, Rudyard	The Jungle Book
Pyle, Howard	The Story of King Arthur and His Knights
Tenzing, Norgay	Tiger of the Snows
Vernes, Jules	20,000 Leagues Under the Sea
Yates, Elizabeth	Amos Fortune, Free Man

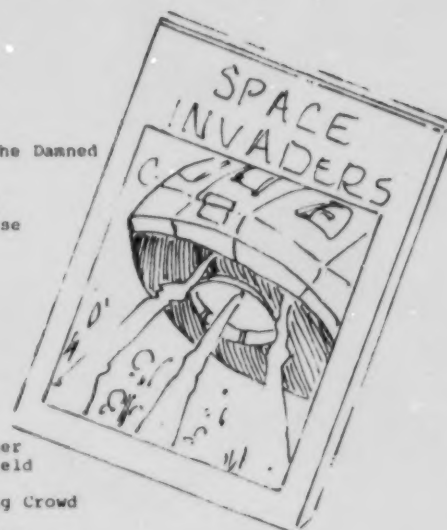
RECOMMENDED READING LIST FOR STUDENTS

The purpose of this list is to make students aware of the great number of classic literature selections which are available. Exposure to any of these books or plays will provide students with a better understanding of the world around them. Students who are going to college will need a good reading background. This list is a beginning; however, it is not complete. There are few non-fiction, current popular, or special interest books listed.

Aeschylus	Agamemnon Prometheus Bound
Austen, Jane	Emma Pride and Prejudice Sense and Sensibility
The Bible	
Bronte, Charlotte	Jane Eyre
Bronte, Emily	Wuthering Heights
Buck, Pearl	The Good Earth
Bunyan, John	Pilgrim's Progress
Camus, Albert	The Stranger
Capote, Truman	In Cold Blood
Carroll, Lewis	Alice in Wonderland
Cather, Willa	Death Comes for the Archbishop My Antonia
Cervantes, Miguel de	Don Quixote
Chaucer, Geoffrey	Canterbury Tales
Clark, Water van Tilburg	The Ox-Bow Incident
Conrad, Joseph	The Great Short Works Heart of Darkness and The Secret Sharer Lord Jim
Cooper, James Fenimore	Deerslayer The Last of the Mohicans
Crane, Stephen	Red Badge of Courage
Dante (Alighieri)	The Divine Comedy
Defoe, Daniel	Robinson Crusoe
Dickens, Charles	Bleak House David Copperfield Great Expectations Oliver Twist Tale of Two Cities
Dostoevsky, Fyodor	The Brothers Karamazov Crime and Punishment



Dreiser, Theodore	An American Tragedy Sister Carrie
Dumas, Alexandre	The Count of Monte Cristo The Three Musketeers
DuMaurier, Daphne	Rebecca
Eliot, George	Adam Bede Mill on the Floss Silas Marner
Euripides	Medea
Faulkner, William	Absalom, Absalom As I Lay Dying Light in August Sound and the Fury
Fielding, Henry	Joseph Andrews Tom Jones
Fitzgerald, F. Scott	Babylon Revisited The Beautiful and the Damned The Great Gatsby The Last Tycoon Tender is the Night This Side of Paradise
Flaubert, Gustave	Madam Bovary
Franklin, Benjamin	Autobiography
Galsworthy, John	The Forsyte Sage
Gardner, John	Grendel
Golding, William	Lord of the Flies
Goldsmith, Oliver	She Stoops to Conquer The Vicar of Wakefield
Hardy, Thomas	Far from the Madding Crowd Jude the Obscure Mayor of Casterbridge The Return of the Native Tess of the D'Urbervilles
Hawthorne, Nathaniel	The Blithedale Romance The House of Seven Gables The Scarlet Letter
Hemingway, Ernest	A Farewell to Arms For Whom the Bell Tolls Old Man and the Sea The Sun Also Rises
Homer	The Iliad The Odyssey
Howells, William Dean	The Rise of Silas Lapham
Hugo, Victor	The Hunchback of Notre Dame Les Miserables
Huxley, Aldous	Brave New World
Ibsen, Henrik	A Doll's House Hedda Gabler
James, Henry	Portrait of a Lady Turn of the Screw and Daisy Miller



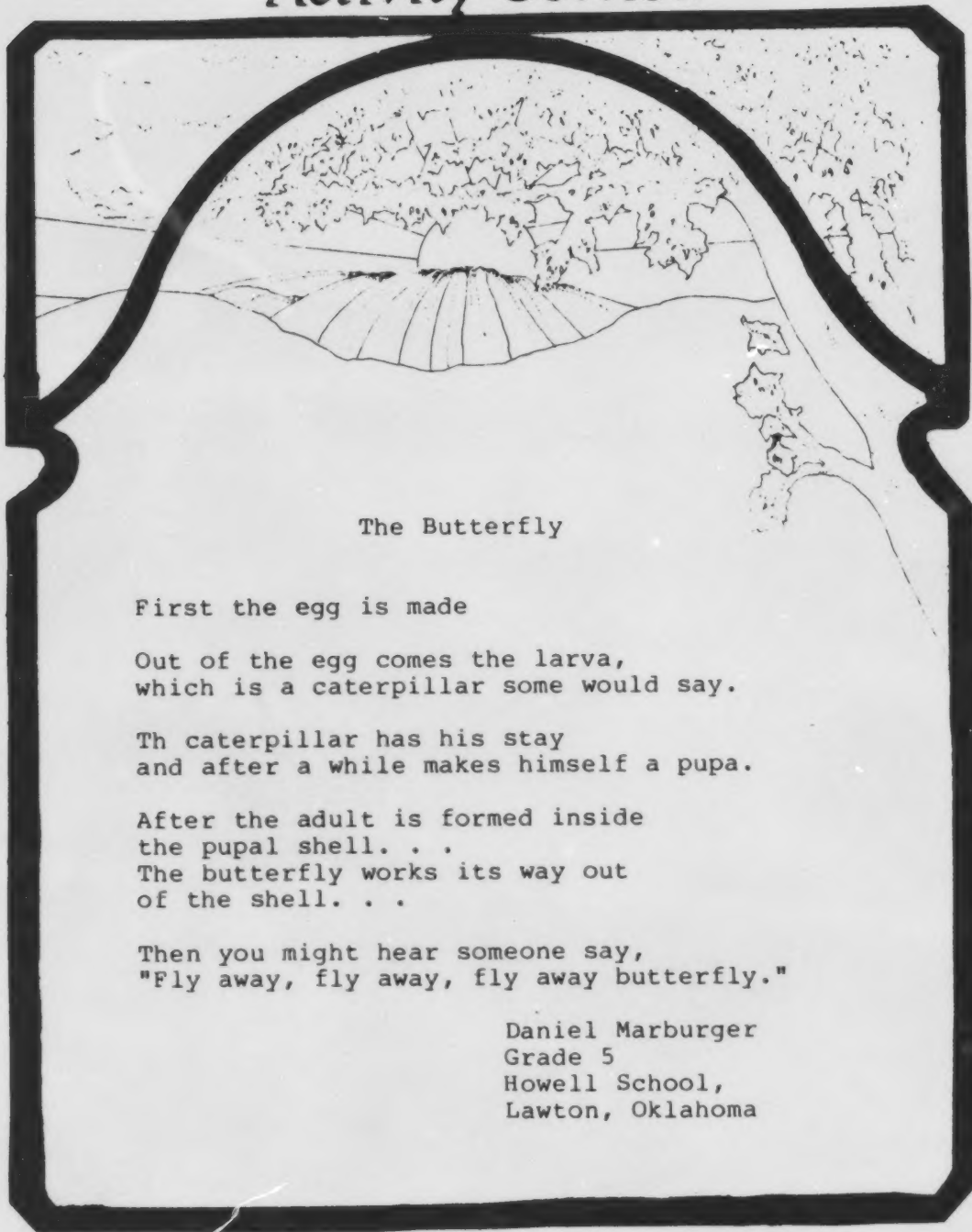
Johnson, Samuel	Rasselas
Kennedy, John F.	Profiles in Courage
Kipling, Rudyard	Captains Courageous
	Kim
	The Light that Failed
Knowles, John	A Separate Peace
Koestler, Arthur	Darkness at Noon
Lawrence, D. H.	Sons and Lovers
Lee, Harper	To Kill a Mockingbird
Lewis, Sinclair	Babbitt
	Main Street
London, Jack	Call of the Wild
Malory, Sir Thomas	Morte d'Arthur
Maugham, Somerset	Of Human Bondage
McCullers, Carson	The Heart is a Lonely Hunter
	Member of the Wedding
Melville, Herman	Billy Budd
	Moby Dick
Michener, James	The Bridge at Toko Ri
Miller, Arthur	The Crucible
	Death of a Salesman
Milton, John	Paradise Lost
	Paradise Regained
Moliere (Jean Baptiste Poquelin)	The Misanthrope
More, Sir Thomas	Utopia
Orwell, George	Animal Farm
	1984
Paton, Alan	Cry the Beloved Country
Poe, Edgar Allan	Fall of the House of Usher & Other Tales
Rand, Ayn	Anthem
	Atlas Shrugged
	The Fountainhead
Remarque, Erich Maria	All Quiet on the Western Front
Rolvaag, Ole	Giants in the Earth
Rostand, Edmond	Cyrano de Bergerac
Salinger, J. D.	Catcher in the Rye
	Franny and Zooey
Sandburg, Carl	Abraham Lincoln: The Prairie Years
Scott, Sir Walter	Ivanhoe
Shakespeare, William	The Complete Works of Shakespeare



Shaw, George Bernard	Arms and the Man Man and Superman Pygmalion Saint Joan
Shelley, Mary	Frankenstein
Solzhenitsyn, Alexander	The Gulag Archipelago One Day in the Life of Ivan Denisovich
Sophocles	Antigone Oedipus Rex
Steinbeck, John	Cannery Row East of Eden Grapes of Wrath In Dubious Battle Moon is Down Of Mice and Men The Pearl The Red Pony
Stevenson, Robert Louis	The Strange Case of Dr. Jekyll and Mr. Hyde Treasure Island
Stowe, Harriet Beecher	Uncle Tom's Cabin
Swift, Jonathan	Gulliver's Travels
Tennyson, Alfred Lord	Idylls of the King
Thackeray, William Makepeace	Vanity Fair
Thoreau, Henry David	Walden
Tolkien, J. R. R.	The Lord of the Rings The Hobbit
Tolstoy, Leo	Anna Karenina Death of Ivan Ilyich War and Peace
Turgenev, Ivan	Fathers and Sons
Twain, Mark	Adventures of Huckleberry Finn Adventures of Tom Sawyer A Connecticut Yankee in King Arthur's Court Life on the Mississippi The Prince and the Pauper
Virgil	Aeneid
Voltaire	Candide
West, Jessamyn	The Friendly Persuasion
Wharton, Edith	Age of Innocence Ethan Frome House of Mirth
White, T. H.	The Once and Future King
Wilde, Oscar	The Importance of Being Earnest The Picture of Dorian Gray
Wilder, Thornton	The Bridge of San Luis Rey Our Town
Wolfe, Thomas	Look Homeward Angel You Can't Go Home Again



Activity Section



The Butterfly

First the egg is made

Out of the egg comes the larva,
which is a caterpillar some would say.

Th caterpillar has his stay
and after a while makes himself a pupa.

After the adult is formed inside
the pupal shell. . .
The butterfly works its way out
of the shell. . .

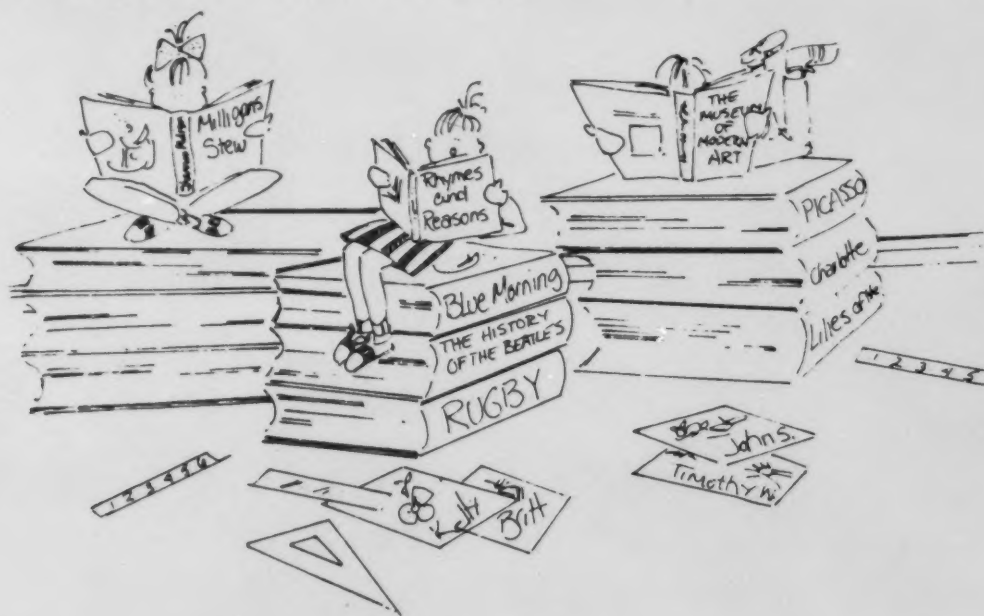
Then you might hear someone say,
"Fly away, fly away, fly away butterfly."

Daniel Marburger
Grade 5
Howell School,
Lawton, Oklahoma

Explanation of Activity Section

The intention of the following activities is to provide the regular classroom teacher with stimulating ideas to enrich learning experiences for gifted readers; however, the whole class may profit.

Although grade levels are indicated for convenience, most activities may be adjusted to any grade. Some activities may be completed in the last five minutes of class while others may take several days. All activities may be modified by teachers to meet the special need of their students and time schedules.



GRADE LEVEL: K-12

ACTIVITY: Research Project

LEVEL OF THINKING: Reorganization/Interpretive

Evaluative/Appreciation/Application/Integration/

Creative

MATERIALS: Encyclopedia, reference books, science books,
history books, etc.

PROCEDURE:

Pretend this is the year 2000. Because of some mysterious burial procedure a man from the dawn of civilization has suddenly appeared. In order to bring this man up-to-date on modern technology, you have been assigned the task of informing him of these advancements. But you must work slowly. Research this project so you will give the facts and the history behind each project. You may want to work in groups and divide up these tasks. Your success in this project might lead you to the White House, or other high places.

MEDICAL

x-rays	contact lenses	anesthesia
dentists	hearing aides	medication
dentures	hospitals	braces for teeth
eye glasses	operations	psychiatrist

TRANSPORTATION

automobiles
trains
airplanes
rockets
garbage trucks

FOOD

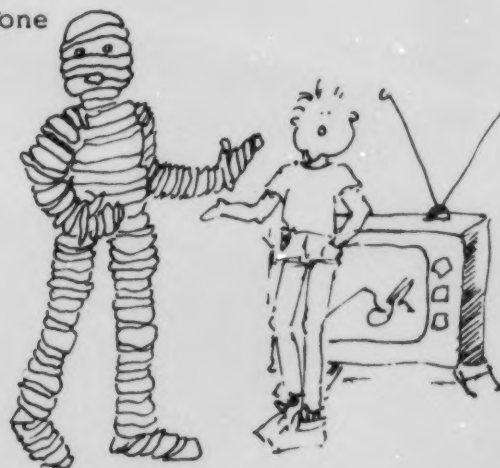
T. V. dinners
pizza
sugar, salt, spices
eating utensils
restaurants/fast foods

PLACES

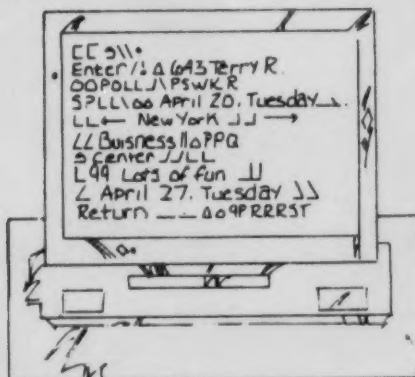
churches
libraries
zoos
museums

MACHINES

typewriters
sewing machines
washer and dryer
vacuum cleaner
milking machines
heating and air conditioning
micro-wave ovens
cameras
television, radio
telephone



YOU MAY THINK OF SOMETHING ON YOUR OWN THAT YOU WOULD
LIKE TO EXPLAIN TO THIS MAN.



GRADE LEVEL: K-12

ACTIVITY: Planning a Batty Banquet

LEVEL OF THINKING: Reorganization/Creative

MATERIALS: Construction paper, rubber cement, magic
markers

PROCEDURE:

GET INTO THE SPIRIT OF HALLOWEEN!!

HAVE A BATTY BANQUET FOR YOUR FIENDISH FRIENDS!

For this ghoulish gathering you
will need:

1. Ghoulish Guest List (at
least ten)
2. Invitation (make one
sample)
3. Monster Menu

Materials you will need for this
ghostly gathering:

1. Construction paper--use
Halloween colors--orange,
black, yellow, white
2. Rubber cement (no Elmer's
glue)
3. Felt tip pens, ball point
pens, map pencils, crayons,
etc.



INSTRUCTIONS:

Make a rough draft of each activity. Be sure to check for correct spelling. Use a pencil first, then go over all writing with a ball point pen or felt tip marker. Make your work attractive, neat, and most of all ghoulish, ghastly, and ghostly.

GUEST LIST:

List at least ten (10) ghoulish guests. Be sure each guest has a ghoulish, ghostly name.

INVITATION:

Be sure to list Who, When, What, Where, Why. Include special instructions such as: dress in some particular way, what guests should bring, or what kind of party. Give your party a name. You may want to include directions as to how to get to the address of your party.

MENU:

Must include Appetizers, Main Dishes, Desserts, and Beverages. Think of as many ghoulish names as possible to write on your menu.

LET YOUR IMAGINATION RUN WILD AND LET'S

HAVE A BATTY BANQUET!!!!!!



Assignment due: _____

GRADE LEVEL: K-12

ACTIVITY: Library Book Report

LEVEL OF THINKING: To develop creative expression related to literature using a variety of visual media.

MATERIALS: Library books, sculpture materials

PROCEDURE: "Carving of Book Characters"



Such materials as soap, wood, vermiculite, and clay can be carved into fascinating objects with relative ease. The only tools necessary are the same ones you used for your plaster of Paris sculptures: a butter knife, a fork, sandpaper, a paper clip, a pin, and other common items.

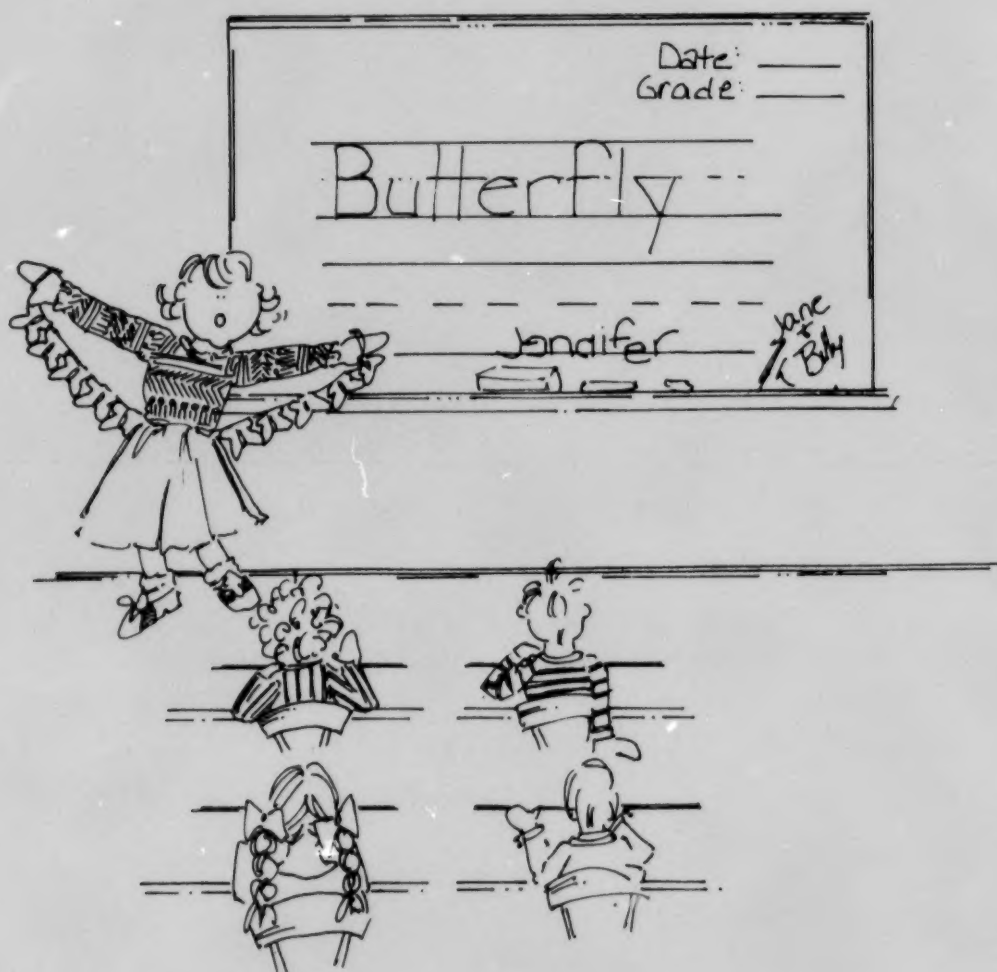
For soap carving of a favorite book character, animal, or object, a pencil outline should be traced on the bar. Clearly show which parts will be carved away and which will remain. Carve away gradually; it's easier to save a project when a little has accidentally been removed, rather than a lot. If the soap is layered, carve with the grain. Eyes, nose, mouth, ears, and other body parts can be added to the item with jeweled straight pins, small construction paper circles, pieces of brightly colored felt or tissue paper. Finish the project by sanding it smooth. Use fine grade sandpaper to preserve the true shape and design of the object. Coarse sandpaper has a tendency to scratch the soft soap surface.

Wood carving requires special tools.

Generally, they can be purchased for several dollars. You and your child can have fun exploring the function of each tool. The grain of the wood will be most important in achieving success with the carving. If you work against the grain of the wood, damage will be done to the material. Work with the grain. As with the soap, finish the project with fine sandpaper. Unlike soap, however, the wood can be painted, sprayed with clear plastic or varnished to a high finish. You might also want to mount the carving on a wood or metal base. 

Vermiculite is mixed with plaster of Paris to form a solid-appearing form. It can be poured before it hardens into an empty carton. When dry, it can be carved easily with the same tools as you used for the soap project. Paper or plastic sheet should be placed under the vermiculite block because of the amount of flaking and crumbling that takes place during the carving process. The finished project can be made completely smooth with the aid of fine sandpaper. This medium, too, can be mounted on the base to add to its appearance.

The soap, wood, or vermiculite carvings can be displayed near the child's bulletin board or in some important prominent location in the house. An illustration can accompany the object to more fully explain its significance. Groups of carvings, representing characters and objects from one or more stories, can be meaningfully displayed together.



GRADE LEVEL: K-12

ACTIVITY: Stretching your Imagination

Comparisons help stretch our imagination and make our communication more expressive. In this activity, make your comparisons as different as your imagination will let you.

LEVEL OF THINKING: Creative

MATERIALS: Pencil, paper

PROCEDURE: Complete these statements:



The roaring jet is as loud as

My mother's microwave oven is as modern as

The wagon, that had been left out in the rain, was as rusty as

The haunted house on the hill was as scary as

The newborn piglets squeal was as loud as

When Tom saw the dent in the fender of his brand-new Corvette he was as mad as

When Jane's grandmother died, she was as sad as

After the comedian sat down, the crowd was as wild as

The antique clock was as old as

The space uniforms were as modern as

On her wedding day Carol was as happy as

The Christmas tree was as pretty as

The chocolate cake piled high with chocolate frosting was as fattening as

The day Bob got his driver's license he was as happy as

GRADE LEVEL: 1-2

ACTIVITY: Extending literature using Clifford Books

LEVELS OF THINKING: Literal/Interpretive/Creative

MATERIALS: Norman Bridwell, Clifford at the Circus
Clifford Goes to Hollywood
(paperback Clifford Gets a Job
books can Clifford Takes a Trip
be purchased Clifford, the Big Red Dog
from Clifford, the Small Red Puppy
Scholastic) Clifford's Good Deeds
Clifford's Halloween
Clifford's Tricks

PROCEDURE:

Introduce students to Clifford the Big Red Dog by using a Book Box with Clifford books. This can be made from a detergent box, covered with contact paper and a laminated Clifford shape glued on the box. Since these books would be easy reading for the gifted students they will be able to read all of the books in a short time. After reading the books talk about other experiences that Clifford may have. Use a brainstorming period writing down all suggestions that the students have. Students will then write and illustrate their own Clifford story. Provide Clifford shape booklets for students to copy their stories.

Have students make a word find using words from the Clifford books. This is done by students putting

words they have chosen in a grid running horizontal and vertical, then adding random letters of alphabet to fill in the grid. They could find verbs or action words from the stories to use in the grid. Copies of Word Finds could be duplicated so students could find words in each other's grids.

If you had Clifford what would you like to do with him?



GRADE LEVEL: 1-4

ACTIVITY: The Current Events Reporter

An additional classroom helper could be the gifted student who might enjoy being a daily reporter of current events topics found in the community newspaper or world news magazine.

LEVEL OF THINKING: Reorganization/Interpretive/Creative

MATERIALS: Community newspapers and world news magazines

PROCEDURE:

This activity can be either a simple daily report after roll call in the mornings or an elaborate setting like the daily news reporting on television. Let the student be the creator.



GRADE LEVEL: 1-4

ACTIVITY:

1. Use first half of a story from a book magazine, fairy tale, etc. Have students write a new ending.
2. Use last page of a story from an old reader, magazine, fairy tale, etc. Have students develop a story leading to the conclusion.

LEVEL OF THINKING: Application/Creative

MATERIALS:

Old readers

Magazines

Story books

Folders (construction paper, etc.)

PROCEDURE:

Staple story pages to inside right half of folder.

Staple directions to inside left half of folder.

Decorate cover!



GRADE LEVEL: 1-4

ACTIVITY: Analyzing unknown words in the National Anthem.

LEVEL OF THINKING: Interpretive

MATERIALS: Copy of "Star-Spangled Banner"

PROCEDURE:

Supply child with copy of "The Star-Spangled Banner".

Write what the author thought or felt when he wrote
this famous story which became our National Anthem.



GRADE LEVEL: 1-4

ACTIVITY: Experience story/dictionary

LEVEL OF THINKING: Reorganization/Interpretive/Creative

MATERIALS: Chart paper, markers, notebook paper

PROCEDURE:

Each child, gifted or otherwise, has some degree of gab! The gifted reader makes up his story and rewrites it on the chart paper. Take at least four words out of the story and look them up in the dictionary. Transfer the definitions to notebook paper and color-code them in relation to the story. (i.e., red dot on chart/red dot on notebook paper).

At the end of each 9-week period, bind the definitions together into a book and let the child decorate the cardboard cover and title it MY DICTIONARY.



GRADE LEVEL: 1-8

ACTIVITY: Storyrama

Make a 3-D visual of a scene from a book or story with or without a written book report to go with it.

LEVEL OF THINKING: Appreciation/Creative

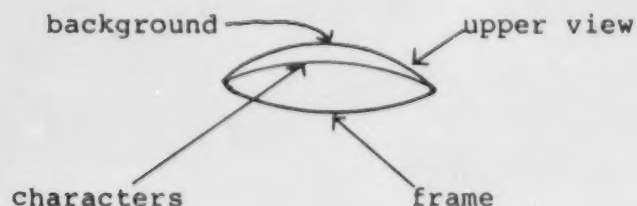
MATERIALS:

Construction paper

Coloring supplies

PROCEDURE:

Use three sheets of paper. Largest (uncut) will be the background. Middle (1/2" shorter on each end) will be the character(s) with as much paper as possible cut away from them so they stand out against background. Smallest (1/2" shorter on each side from middle sheet) is cut to look like a frame using something from the story. Example: if the scene took place outdoors, the frame could be leaves or flowers, etc. When all three are finished, the sheets are stapled and the finished storyrama will stand on a flat surface without support.



GRADE LEVEL: 1-8

ACTIVITY: Triangle Twist (vocabulary definitions)

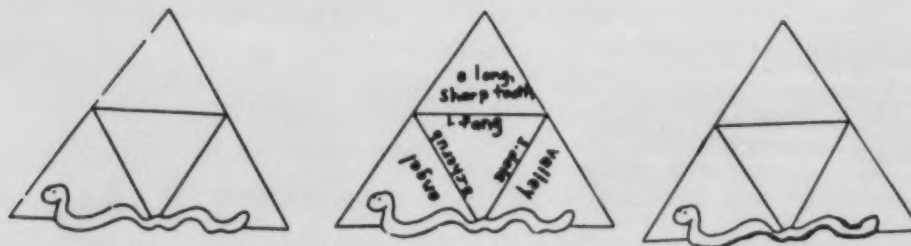
LEVELS OF THINKING: Integration/Creative

MATERIALS:

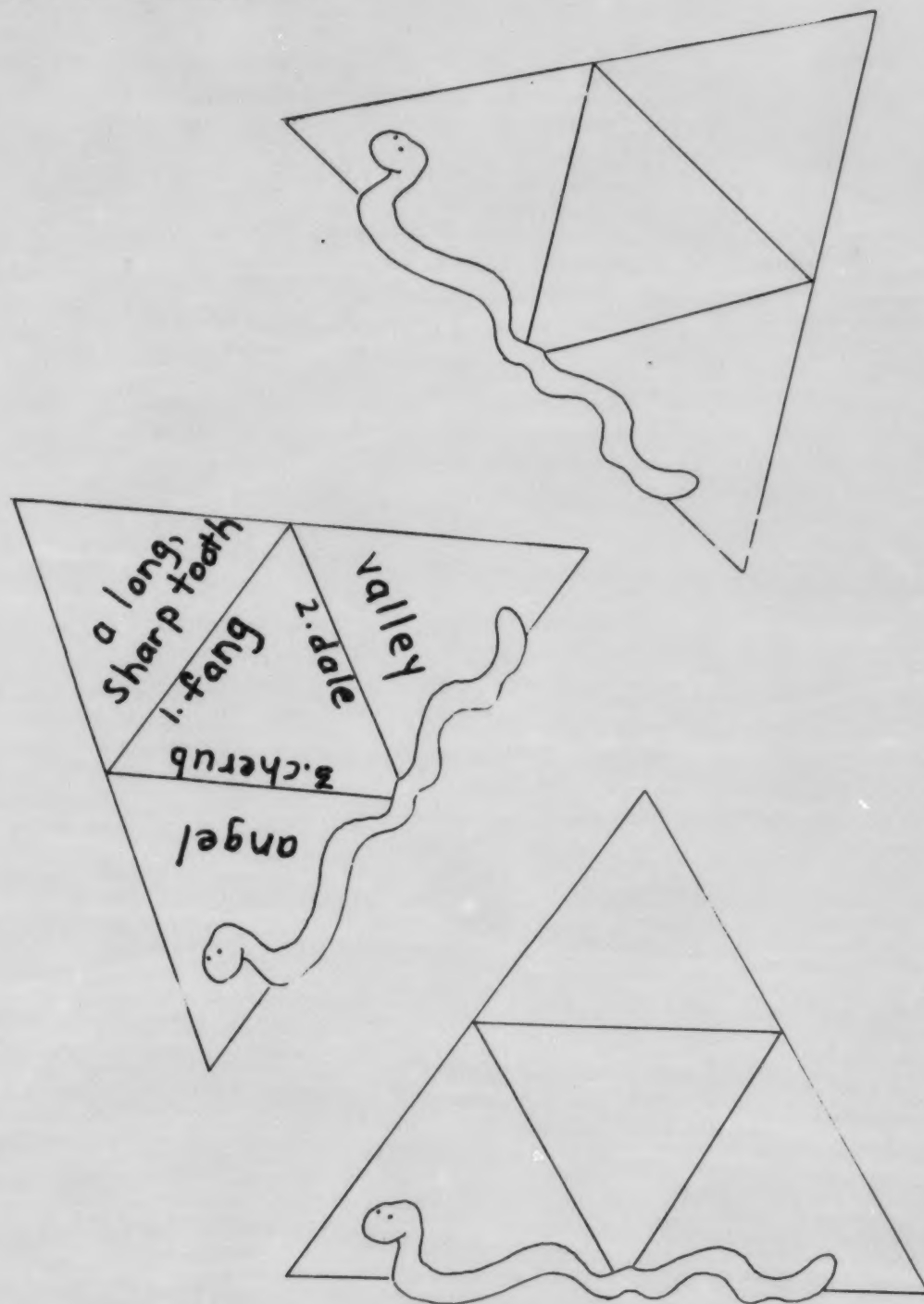
Red and yellow construction paper; list of words and definitions (30) in any subject area.

PROCEDURE:

1. Cut 10 red triangles and 30 yellow triangles.
2. Write a different vocabulary word on all three sides of each red triangle.
3. Write one definition on each yellow triangle.
4. Words can be numbered so the same number can be put on the back of the definition triangle to make the activity self-checking.
5. Laminate the triangles for durability. A decorated Pringles can makes a good container for this activity.
6. The student turns all triangles face up. Then he matches a yellow definition triangle to each word on a red triangle to form one large triangle. Continue until all triangles have been matched.



Art work Triangle Twist.



GRADE LEVEL: 1-8

ACTIVITY: Make a book jacket as a book report.

LEVELS OF THINKING: Interpretative/Appreciation/Creative

MATERIALS:

Construction paper (folded and cut to resemble a book jacket)

Coloring and writing materials

PROCEDURE:

Read a book. Then make a synopsis of the story to write on the inside front flap of the book jacket. Interesting information about the author may be written on the back flap. The front is illustrated as desired.



GRADE LEVEL: 1-9

ACTIVITY: Read-O

LEVELS OF THINKING: Literal/Reorganization/Evaluation

MATERIALS: Lined paper (5 spaces across - 5 down)



R	E	A	D	O

PROCEDURE:

This activity may be used in a variety of ways at many levels. A blank Read-O grid is filled in by each student with a description of various "situations" found in the reading selection. (ex: The Skygod will not give his stories to Anonsi.)

Each blank space may contain a different situation or the same situation may be repeated in several spaces. The teacher calls out the various situations and each student places a green dot in the square if the called situation appears on the student's grid. (A different colored dot is used for each game). A winner is declared when a student has placed a dot in five straight squares.

Read-O can be used with characters, plots, settings, climaxes, parts of speech, contractions, villains, heroes, etc.



GRADE LEVEL: 2-6

ACTIVITY: Read and rewrite familiar nursery rhymes

LEVEL OF THINKING: Interpretive/Creative

MATERIALS: Xeroxed nursery rhymes and folk tales

PROCEDURE:

Rewrite nursery rhymes from another character's point of view: i.e., "Little Miss Muffet," writing it from the spider's point of view, the sheep telling all about little Bo Peep.



*Mary Mary Quite Contrary how does
your Garden Grow?*

GRADE LEVEL: 2-6

ACTIVITY:

Write directions for making peanut butter sandwiches and follow verbatim.

LEVEL OF THINKING: Literal

MATERIALS: Pencil, paper, bread, butter, utensils

PROCEDURE:

Have students write directions for making a peanut butter sandwich. Take up the papers. Individually have students follow their own directions explicitly.

Example: If knife is not mentioned, they cannot use one.



LEVEL: 2-7

ACTIVITY: Research project

MATERIALS: Posterboard/paper, pencil/magic markers,
research books, graph paper.

PROCEDURE:

Research to discover the origin of good luck charms, sayings, superstitions, horoscopes, etc. Make a collection of your findings and the history behind it.

Survey your class to see how many of your friends carry good luck charms, e.g. rabbit's foot, four-leaf clovers, etc. Graph your results.

Include in your survey the people who read and follow a horoscope every day. Graph results. (You might even include movie stars who follow a horoscope. Did you know, for example, that Lily Tomlin will not fly if her horoscope tells her not to fly?)



GRADE LEVEL: 2-12

ACTIVITY: Meeting of the Minds

LEVEL OF THINKING: Interpretive/Appreciation/Creative

MATERIALS: Books, Costumes

PROCEDURE:

Students dress as authors, appear as a guest on a talk show, and discuss their books.



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GRADE LEVEL: 2-12

ACTIVITY:

To compare and contrast character development and writing style of different authors in different time periods.

LEVEL OF THINKING: Reorganization/Interpretive

MATERIALS: A great variety of books.

PROCEDURE:

Each student is given a list of characters of which they may choose two. Students compose letters by the characters comparing events and books. For example, Nelson would discuss the account of a cattle drive in 1886 from Texas to Montana with Homer Price.



GRADE LEVEL: 2-12

ACTIVITY: Inventions

LEVEL OF THINKING: Application/Creative

MATERIALS: Paper/pencil

PROCEDURE:

Invent a way to keep from having cavities
so that you would never use a toothbrush again.

Invent a way to get perfume to rise to the
top of a bottle as you use it so there will never be
any left in the bottom.

Name these:

A bicycle for people over seven feet tall.

A mirror that blots out all your flaws.

A delicious candy bar that has no calories.

Socks that never get holes in them.

Shoestrings that never break.

Gum that never loses it flavor.

A snack made from weeds.



GRADE LEVEL: 3-9

ACTIVITY: Evaluating characters in fairy tales

LEVEL OF THINKING: Interpretive/Creative

MATERIALS: Well-known folk tales, fairy tales, fables,
etc.

PROCEDURE:

Read the story and then take the "other side" of the story or moral.

Example: 1) Tell how it could be possible that Hansel and Gretel were really very wicked children who took advantage of a poor old woman.

2) Take the position that Cinderella is really a melodramatic teenager with a loving Mother and sisters.



GRADE LEVEL: 3-12

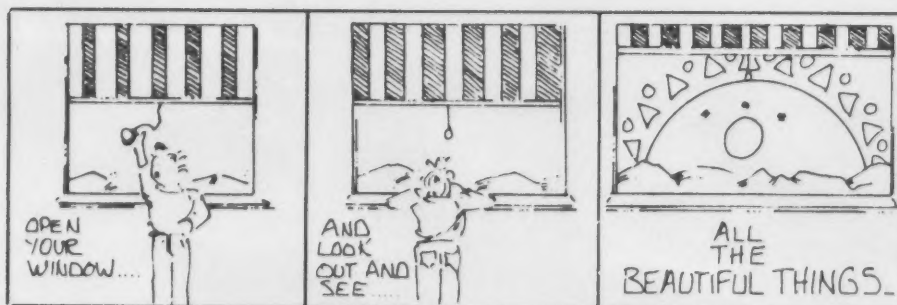
ACTIVITY: Cartoon scramble

LEVEL OF THINKING: Literal/Reorganization/Creative

MATERIALS: Copies of various cartoons, paper

PROCEDURE:

Duplicate copies of popular cartoons from the Sunday paper. Select those easily adapted to dialogue. Choose at least six different cartoons. Cut the cartoons into frames. Give each student an envelope with instructions to glue cartoon frames in sequence on a paper and provide dialogue. Group children for sharing so that all cartoons in each group are different. Regroup so that all cartoons are the same and compare original dialogue.



GRADE LEVEL: 3-12

ACTIVITY: Biography Analysis

LEVEL OF THINKING: Interpretive/Evaluation

MATERIALS: Biographies

PROCEDURE:

The student reads a biography and relates through writing his own ethical standards and personal goals to those of a character in the biography.

For example:

"Imagination is more important than knowledge for knowledge is limited; whereas, imagination embraces the whole world stimulating progress, giving birth to evolution."

Albert Einstein



GRADE LEVEL: 3-12

ACTIVITY: Research

LEVEL OF THINKING: Reorganization/Interpretive/
Evaluation/Creative

MATERIALS: Newspapers

PROCEDURE:

Students collect 20 to 30 newspaper articles during a 9-week period with no more than one article per day. Compile these articles into a notebook.

Categorize relationships in the articles to every day living.

Graph the results of your research and give presentation to class.



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GRADE LEVEL: 3-12

ACTIVITY: Dictionary Skill

LEVEL OF THINKING: Application/Creative

MATERIALS: 25 word list, given categories

PROCEDURE:

Using given word list, decide categories to use.

Some of the words may be used in more than one category. Examples of categories are given:

Horse	Cattle	Dog	Car or Truck
-------	--------	-----	--------------

Wagon or Carriage	Boat or Ship
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GRADE LEVEL: 3-12

ACTIVITY: Developing Point of View

LEVEL OF THINKING: Research

MATERIALS: Paper, pencil, reference books, library books

PROCEDURE:

Research a war. Example: Texas-Mexican War, Vietnam War, WWI, WWII, etc.

Use the research materials available. Include filmstrips, movies. Read everything you can get your hands on about the war of interest to you.

Begin a 7-day journal. The following are examples:

TEXAS-MEXICAN WAR

1. a pack mule
2. a young Mexican girl
3. Mexican General
4. Sam Houston
5. Texas patriot
6. a young boy
7. a school teacher

If you choose, share your journal with others. Record your journal to use in a listening station to provide opportunities for students to be reflective and to think things through to conclusion.

GRADE LEVEL: 3-12

ACTIVITY: Mission Possible

LEVEL OF THINKING: Creative

MATERIALS: Reference books, such as old catalogs, encyclopedias. Or an interview with a very elderly person.

PROCEDURE:

Because of over-population, a shortage of space, the government will no longer allow dumping of refuse. Your mission, if you decide to accept, is to find new ways to utilize the following antiquated items. Choose at least five for your project.

A bed-warmer	Car running board
A bundling board	Gramophone
A button-hook	Mandolins
Whalebone in a corset	Zither
Waist cincher	Silent movies
Ink wells	Humidor water closet
Sundial	Settee (divan)
Quills	Pantaloon
Ice box and ice tongs dated 1757	Jump seat in old car
A medical journal dated 1801	Bathing suit (one-piece) 1892
Watch fob	Player piano roll
Sneakers	Hooped petticoat
Potty chair of 1800's	Crank telephone
Barbershop pole	Wooden Indian

Remember: Nothing can be thrown away. Think of a new way to use these items.

LEVEL: 3-12

ACTIVITY: THE LITERARY DETECTIVE--CONDUCTING A COMPARATIVE ANALYSIS OF ORIGINAL ARTICLES WITH THEIR CONDENSED VERSIONS

LEVEL OF THINKING: Critical/Analytical

To increase competencies in critical/analytical thinking; to strengthen research skills; to accentuate the need for consulting primary research sources; to illustrate the need for accuracy in summarizing.

MATERIALS:

Several original magazine articles and their accompanying Reader's Digest condensations; the worksheet entitled "THE LITERARY DETECTIVE."

PROCEDURE:

1. Conduct a survey to determine your individual students' interests.
2. In gathering original and condensed versions of articles, make sure the topics are relevant to students' expressed interests.
3. Give students a copy of the worksheet "THE LITERARY DETECTIVE."
4. Teach students HOW to use each skill area listed in Column A, using a short story or textbook chapter which is already familiar to all.
5. Discuss each skill area thoroughly with students, emphasizing the relevance of each point to the specific material being covered. Provide the opportunity for STUDENTS to make the decisions regarding the answers to each question posed in Column A.
6. In regard to each point in question, have students voice:
 - a. the RATIONALE for their decision
 - b. HOW they reached their conclusions (the thinking process used)
7. Introduce the task "CONDUCTING A COMPARATIVE ANALYSIS OF ORIGINAL ARTICLES WITH THEIR CONDENSED VERSIONS," discussing the specific points of comparison listed in Column B.
8. Introduce the sets of original/condensed articles by topic. Allow the class to divide themselves into groups based on their individual interests in the topics.
9. Have each group read a specific article, discuss all points of comparison, and reach a consensus on each.
10. Have groups exchange articles, and repeat the process.
11. Have each group give an oral report on the findings from the first article. As each point is discussed, challenge students (who read that same article) to debate the various points on which they disagreed, encouraging the "challengers" to find fallacies in the others' reasoning.

Make a game of this activity, encouraging team unity and spirit. Offer points for those groups who "win" each debate (based on the judgment of the remainder of the class).
12. Challenge each student to find a Reader's Digest article of interest, locate the original, and critique in written form (using the worksheet).
13. Have each student report orally to the class:
 - a. his/her findings--similarities, discrepancies, etc.
 - b. what he/she learned about critical reading and its merits

COLUMN A

(Regarding the ORIGINAL ARTICLE)

COLUMN B

(Regarding the CONDENSED VERSION)



1. **AUTHOR'S PURPOSE:** What was he/she trying to accomplish by writing this article?
 2. **POINTS OF EMPHASIS:** In dealing with the topic, what issues (or points) seemed most important to the author? Where did he/she place most stress?
 3. **FEELING-TONE OF THE ARTICLE:** Was the feeling tone of the article easy or difficult to determine and label? Was it generally positive or negative? Did the author imply or directly express disgust with an issue? Was he pleading a cause, trying to enlist the support of his/her readers? Was the article tension-producing, or did you remain relatively calm and comfortable with the issue as you read it?
 4. **SLANTING:** Did the author slant the article toward one specific (rather prejudiced) view of the topic? How did he/she accomplish this? Was this distortion explicitly stated, or merely implied? What specific points did he/she inject or omit in order to prejudice the reader?
 5. **PROPAGANDA:** Did the author utilize some form of propaganda to "win" or "hook" the reader? If so, what form?
 6. **SEQUENCING OF POINTS OR EVENTS:** Did the author present his/her points in a logical sequence to avoid confusion? Did the sequencing of points or events in any way contribute to the overall effectiveness of his/her writing?
 7. **ADEQUACY OF RESEARCH TO SUPPORT ISSUES:** Was there sufficient data? (e.g., a survey sample of 2-3, when 200-500 or 2000-5000 would have been more appropriate.) Were arguments based on fact or opinion? If opinion only, was each labeled as such?
 8. **AUTHOR'S CREDIBILITY:** Did the author possess sufficient experience and/or educational background on this topic to be considered credible in this area? If not, did he/she admit that he/she was a layman in the field? If a layman, did he/she quote from experts to a sufficient degree to establish pseudo-credibility (particularly important if this topic dealt with a technical area.)
1. **AUTHOR'S PURPOSE:** Was the author's original purpose clear (as stated/implied in the first writing? Did the purpose (a) change in any way, or (b) become hazy in the rewriting?
 2. **POINTS OF EMPHASIS:** Did the condenser follow through on each point, or did he/she (a) omit, (b) overemphasize, or (c) down-play the importance of any major issue.
 3. **FEELING-TONE OF THE ARTICLE:** Did the condenser maintain the feeling-tone of the original work? Did he/she project that feeling tone with (a) equal, (b) more, or (c) less intensity? Did you perceive a shift in feeling-tone (e.g., from anger in the original to complacency in the condensed version)?
 4. **SLANTING:** Did the condenser maintain the same level of slanting? Or did he/she de-emphasize the points (or omit some) which had been crucial to effective slanting? Would you be more or less prejudiced about the issue from reading the condensation (as compared to how you reacted after reading the original version)?
 5. **PROPAGANDA:** Did the condenser maintain the SAME LEVEL of propagandizing (with as much effort to convince as did the original author?
 6. **SEQUENCING OF POINTS OR EVENTS:** Did the condenser maintain the same sequencing of points or events? If not, how did he/she change these factors? Did the change produce different perception (in the reader) of what the original author was trying to say?
 7. **ADEQUACY OF RESEARCH TO SUPPORT ISSUES:** Did the condenser include enough data to adequately support the points made? WAS THE DATA QUOTED ACCURATELY? If not, to what degree was the original author misquoted? How did these inaccuracies affect the impressions left with the reader? Based on an overall comparison of the two versions, do you feel that the misquotations of data or other points were intentional.
 8. **AUTHOR'S CREDIBILITY:** Did the condenser establish the original author's credibility to an adequate degree? How did he/she accomplish this?

GRADE LEVEL: 4-6

ACTIVITY: Collecting illustrations of Fairy Tales

LEVEL OF THINKING: Interpretive/Evaluative

MATERIALS:

A wide variety of different editions of fairy tales

PROCEDURE:

Compare interpretation of characters and setting
through illustration.



GRADE LEVEL: 4-9

ACTIVITY: Dictionary Dig

LEVEL OF THINKING: Application/Reorganization/Creative

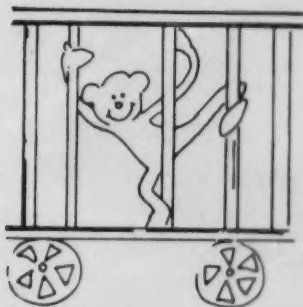
MATERIALS: Paper, dictionary

PROCEDURE:

Instead of teaching dictionary skills and providing practice in the traditional manner, try looking up these words and writing them under proper headings.

Place these words in the proper categories illustrated below: coati - tapir - gauntlet - ambrosia - gazelle - begonia - monocle - taffy - omelet - tiara - crocus - palmetto - marshmallows - beret - steenbok - daffodil - aster - hors d'oeuvre

Cage it



Eat it



Wear It



Plant it



GRADE LEVEL: 4-12

ACTIVITY: Improving the Safety Pin (developing
fluency & originality)

LEVEL OF THINKING: Application/Creative

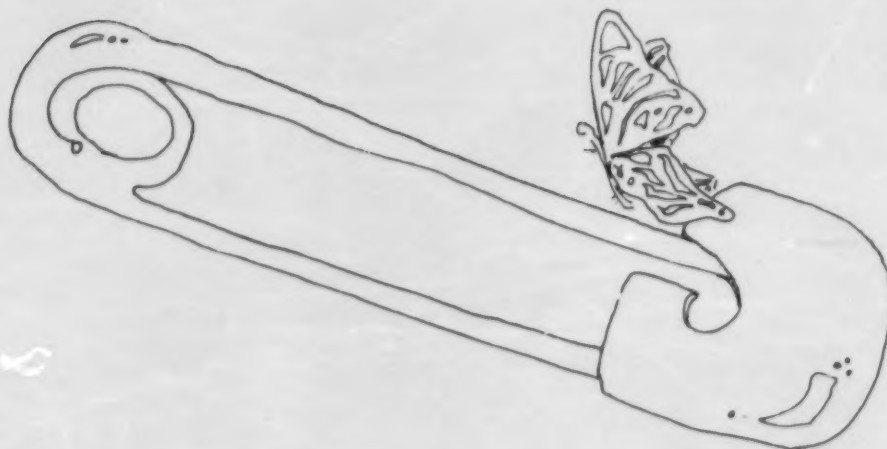
MATERIALS: Safety pin, paper

PROCEDURE:

Give directions: We are looking for ways to
improve the use of this pin.

Divide into groups and have each group elect
a recorder and reporter.

Brainstorm!! Report.



GRADE LEVEL: 4-12

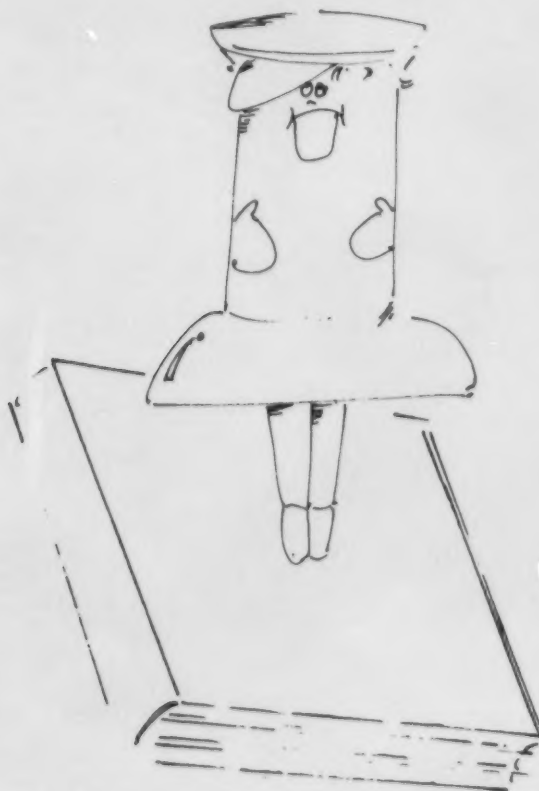
ACTIVITY: Fluent Complexity

LEVEL OF THINKING: Reorganization/Creative

MATERIALS: Library books

PROCEDURE:

Using several library books from leisure reading, students list expressions used by authors. New expressions are brainstormed by students with interpretation developed by the class i.e., He was as smooth as plastic wrap.



LEVEL: 4-12

ACTIVITY:

Genealogy Unit. Have a center somewhere in the room or area to stimulate interest. In large print have the following phrase; "Where in the world did you come from?"

LEVEL OF THINKING: Application

PROCEDURE:



Phase 1: Have participants interview the following people. (Suggestion: Have participant carry a tape recorder and record voices.)

- | | |
|-----------------------------|-----------------------------|
| 1. Mother | 1. Father |
| 2. Mother's parents | 2. Father's parents |
| 3. Mother's grandparents | 3. Father's grandparents |
| 4. Uncles and Aunts | 4. Uncles and Aunts |
| 5. Any other older relative | 5. Any other older relative |

From the interview, prepare a pedigree chart.

Phase 2: Visit a genealogical library.

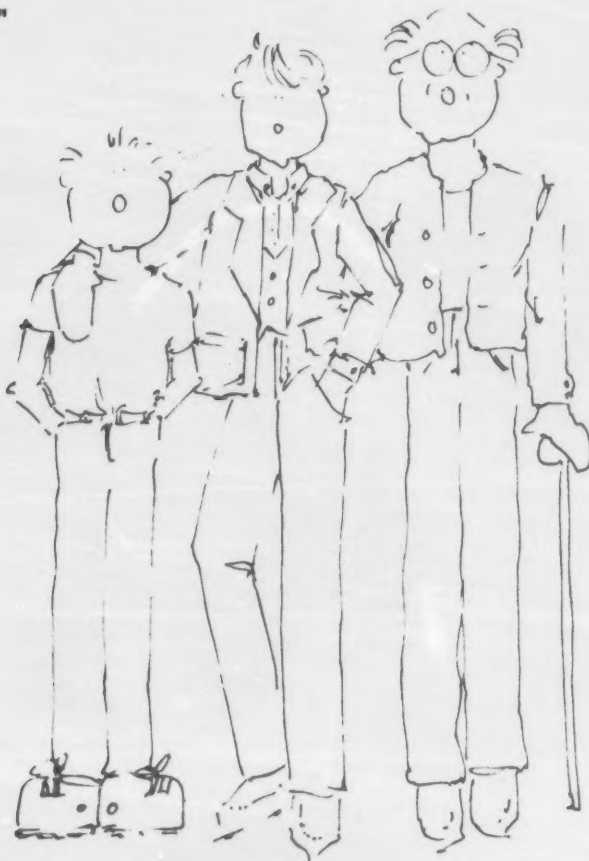
Introduce students to surname indexes, look for census, records and microfilm. Reading is done on the various countries of our ancestors. Search books to discover why ancestors might have imigrated to America. Students then reproduce their pedigree charts on large poster board or paper.

Culminating Activities:

- a. Design family coat-of-arms and large shields using family designs.
- b. Informational letters can be written to the oldest researched relative bringing them up-to-date on family and happenings.
- c. On large displayed map, trace ancestor trail with family flags.

Result:

This project will increase communication between child, parents and grandparents. It will increase an awareness of "Who I am" and "Where I've been."



GRADE LEVEL: 4-12

ACTIVITY: News Station Evaluation

LEVEL OF THINKING: Appreciation/Evaluation

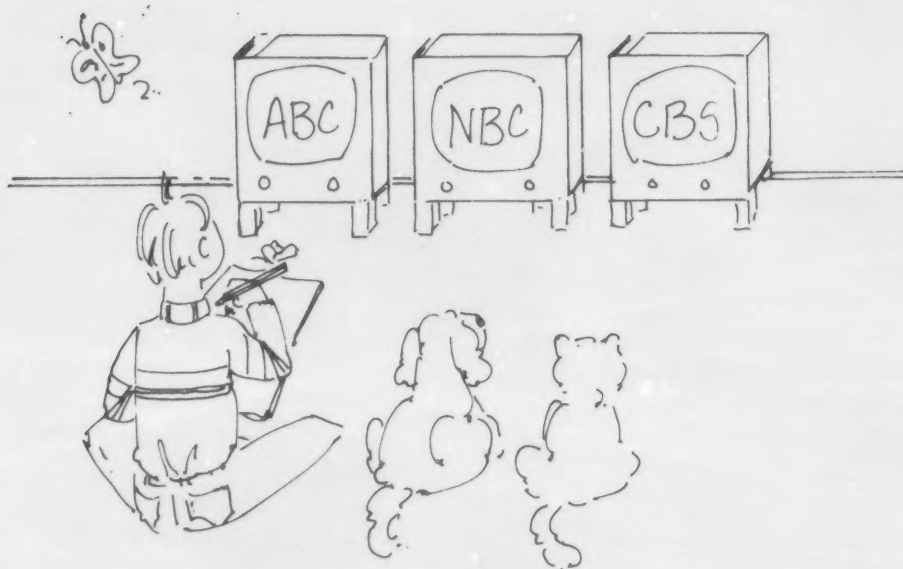
MATERIALS: Paper/pencil

PROCEDURE:

Listen to the National news every night for three weeks. Keep a pad and pencil close by so you can keep notes. Listen to all three National networks for news for one week. You may choose in any order.

At the end of three weeks you must select your favorite National news station and be able to justify your choice. Be a real critic.

OPTIONAL: Use same procedure with three newspapers.



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GRADE LEVEL: 5-7

ACTIVITY: Mythology

LEVEL OF THINKING: Reorganization/Interpretive

MATERIALS:

Paper

Filmstrips

Tape recorder

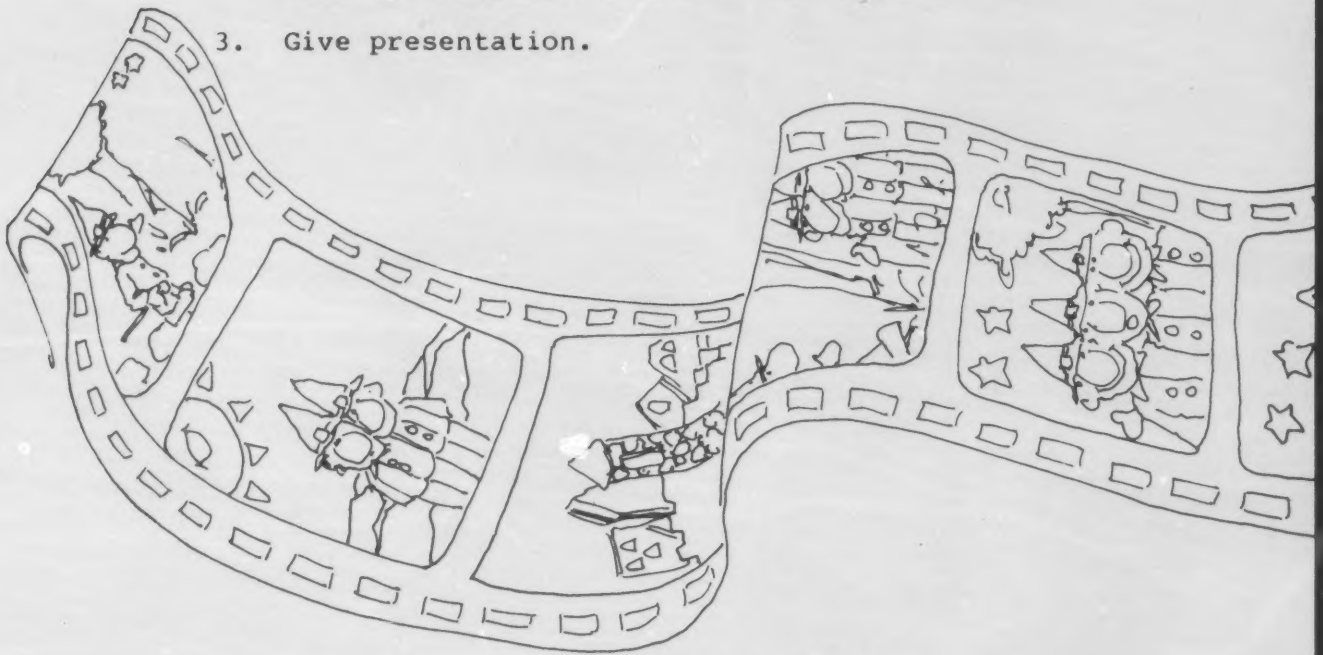
Books of Mythology

Markers

Puppets

PROCEDURE:

1. The student writes and perfects personal myths following the reading of myths.
2. The student chooses methods by which he/she will tell myths (play, slides, filmstrips, etc.)
3. Give presentation.



GRADE LEVEL: 5-8

ACTIVITY: One word only

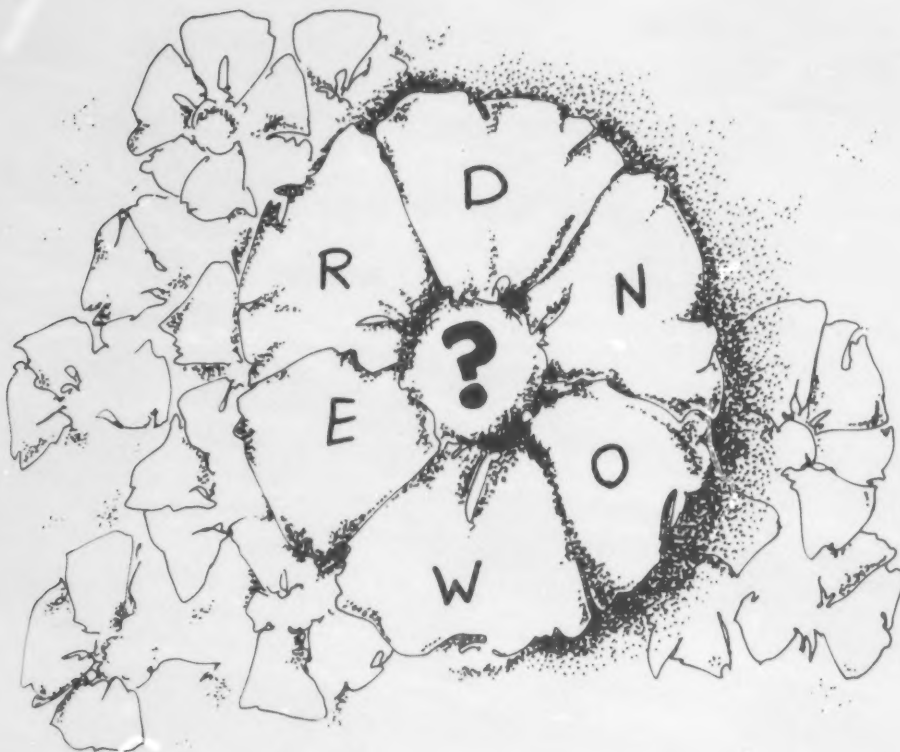
LEVEL OF THINKING: Creative

MATERIALS: Write on the board the following letters:

D, W, N, O, E, O, N, R, O, Y, L

PROCEDURE:

Have students look at letters and arrange the letters to spell only one word. Leave the letters on the board throughout the day until someone spells, "ONLY ONE WORD".



GRADE LEVEL: 5-8

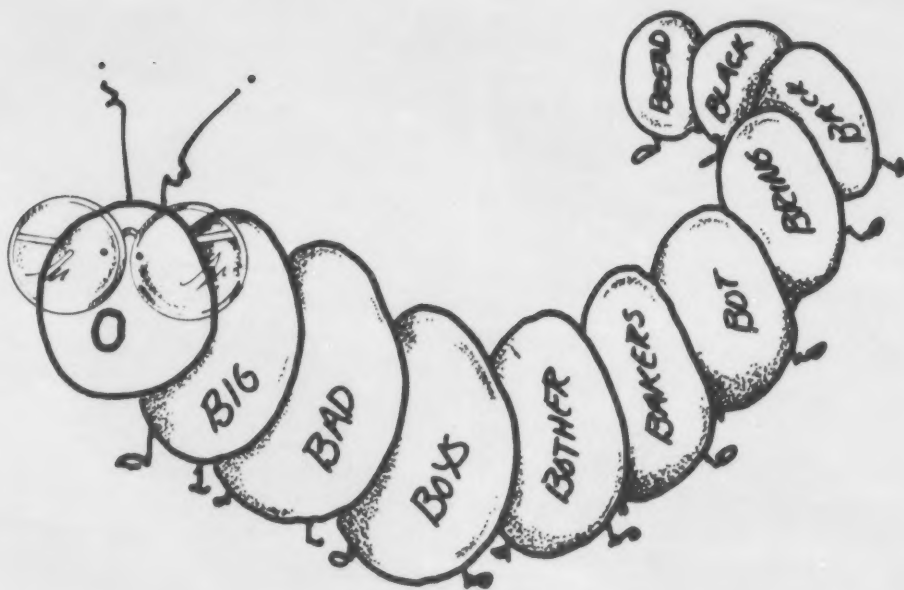
ACTIVITY: Silly Sentences Somewhere Seen

LEVEL OF THINKING: Creative

MATERIALS: Paper, pencil

PROCEDURE:

Say to class, "I would like you to write a long sentence using many words beginning with 'b'". (Use a different letter each time.) One point for each word. Example: Big bad boys bother bakers and bring back bread. (8 points).



GRADE LEVEL: 5-8

ACTIVITY: All About An Author

Students select an author for an in-depth study. After doing research and taking notes, students are given four choices of follow-up activities involving writing and art skills.

LEVEL OF THINKING: Reorganization/Integration/Creative

MATERIALS:

Encyclopedia and reference books on authors

Colored paper

White drawing paper

Crayons, magic markers

Pencils or pens

Scissors, glue, rulers



PROCEDURE:

1. Select an author you would like to learn more about.
2. Read several articles or books about your author.
Take notes on important facts you find.
3. Select one of the following projects to share what you have learned about the author.

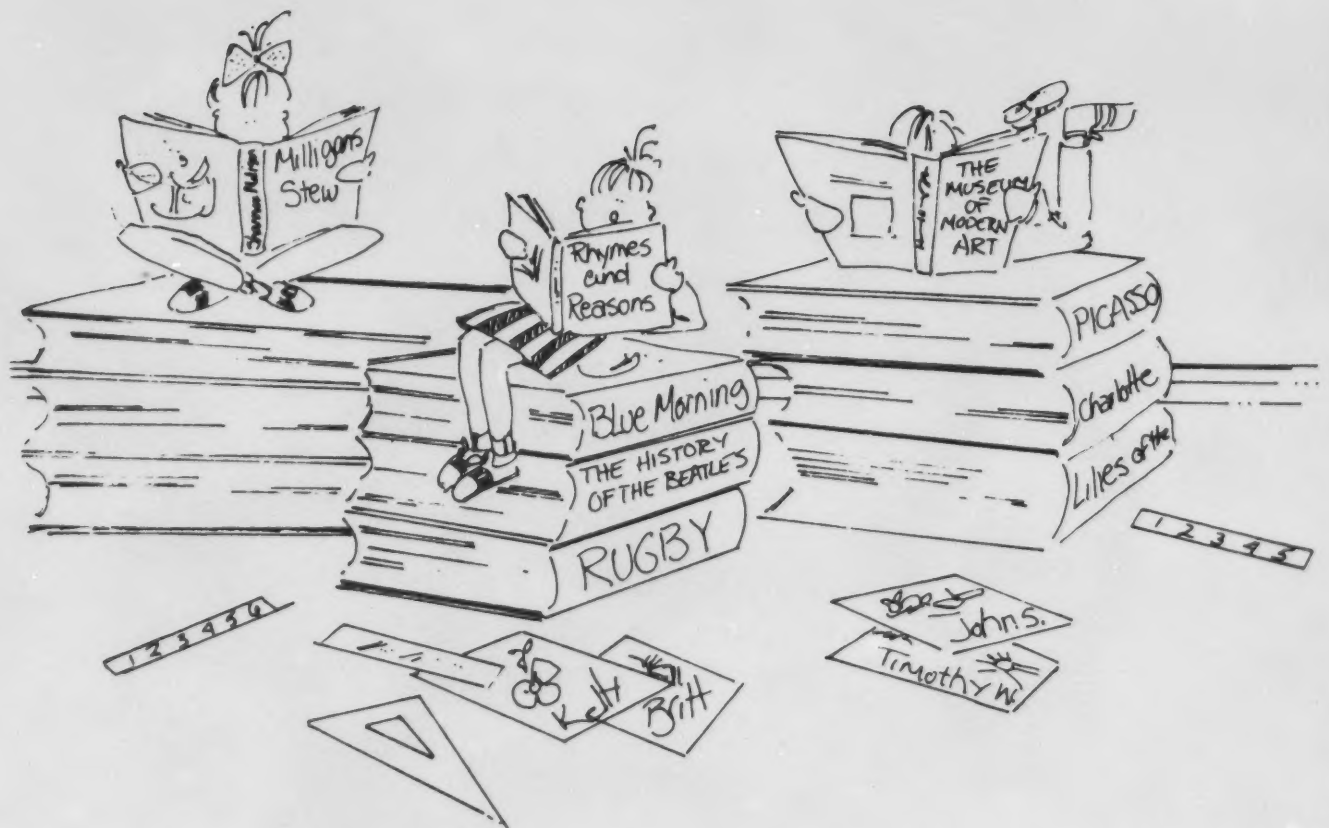
Project A. You are hired to write a summary for the inside of the biography of your selected author.

Project B. Illustrate a book cover for a biography of your author.

Project C. Pretend you are the author and a popular children's magazine has assigned you to write a story about your life.

Project D. Each student should write a summary of
an author's life to be compiled in a book.

Design a cover for book.



GRADE LEVEL: 5-8

ACTIVITY: The Mysterious Air

LEVELS OF THINKING: Interpretive/Application/Creativity

MATERIALS:

Library books on the subject of air, wind, aviation, airplanes. Be sure and include books on the Wright Brothers and other aviators.



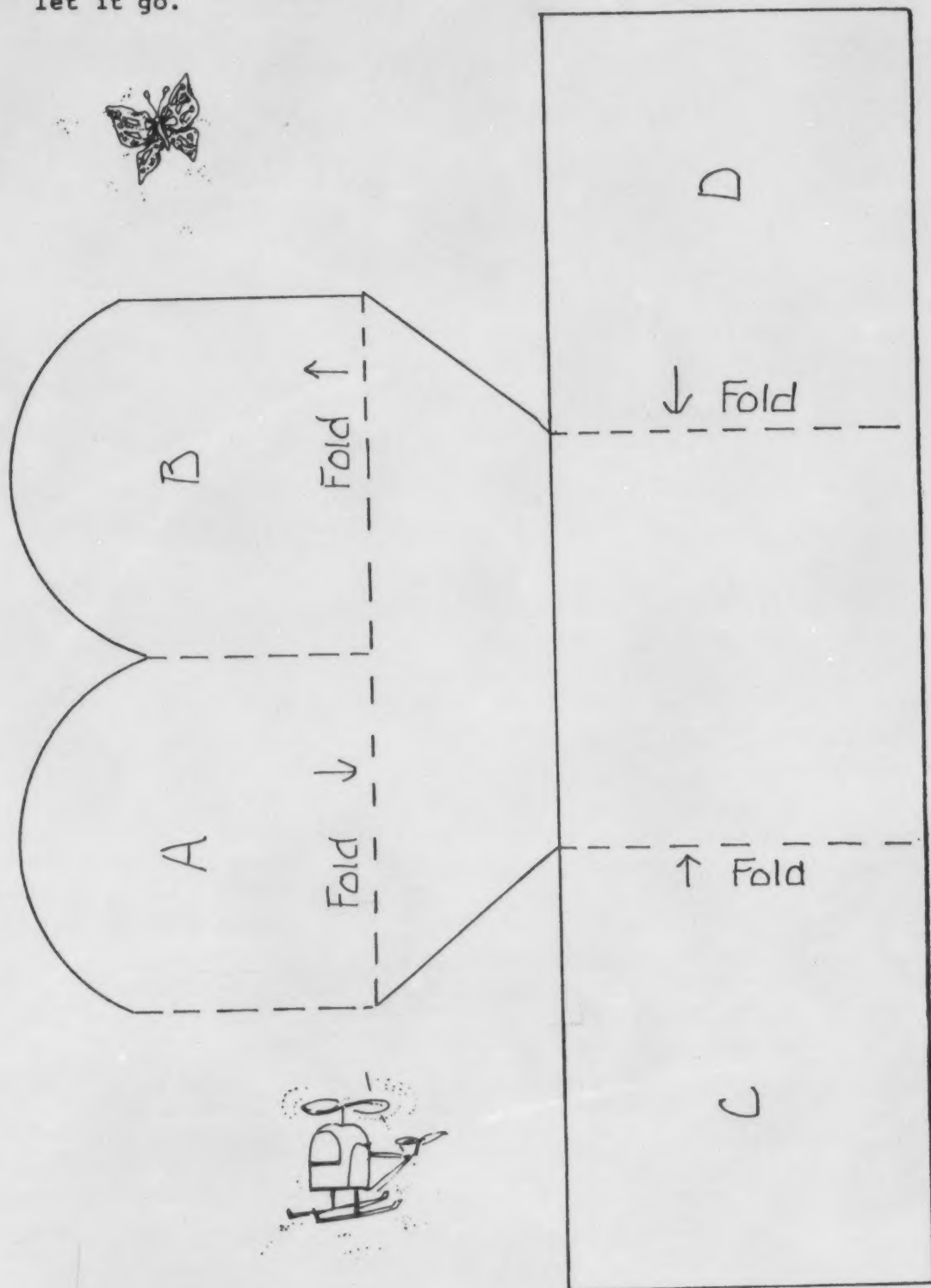
PROCEDURE:

Encourage free reading of selected materials and share findings in small group discussions. Students may construct helicopters following directions on the pattern. Encourage deviation from pattern if the change will be an improvement. The students may hypothesize in regard to the function of the helicopter if the paper clip is placed at various positions. Devise experiments with the helicopter. (Example: Where should the weight be placed for greatest speed, accuracy, etc.) Support conclusions through earlier research.

Procedure Test: Make Your Own Helicopter

1. Cut out the helicopter and then cut on the line between A and B.
2. Fold A and B in the directions shown by the arrows.
3. Now fold C and D in the directions shown by the arrows.

To fly your helicopter, hold it higher than your head and let it go.



GRADE LEVEL: 5-8

ACTIVITY: Dictionary Teasers

LEVEL OF THINKING: Integration/Interpretive

MATERIALS: A list of words from the dictionary

A sheet of multiple choice synonyms

PROCEDURE:

Use a list of vocabulary words from a unit. Create three answers for each word. One answer should be a synonym. Instruct students to choose the best answer.

Example:

1. _____ Ewe

A. Ewe would likely be

- a. Taken out to dinner by a young ram
- b. A star attraction in a cattle magazine
- c. A tourist on a wolf ranch

2. _____ Flail

A. Flail would be used to

- a. Gather corn
- b. Plant flowers
- c. Thresh wheat by hand



GRADE LEVEL: 5-8

ACTIVITY: Illustrating Classics

LEVEL OF THINKING: Interpretive

MATERIALS: Tapes of Classics, library books or selection
of poetry, paper, magic markers

PROCEDURE:

Students listen to tapes of books making illustrations
at intervals. Comparison is made of students'
illustrations and trade book illustrations.



GRADE LEVEL: 5-8

ACTIVITY: Feelings and Words!

To increase the students' self-worth
To share that which makes up our individuality
To see how this is done with the written word
and to try to do a little of it ourselves.

LEVEL OF THINKING: Appreciation/Integration/Creative

MATERIALS: Poems from the basal reading series

Poems from supplementary readers

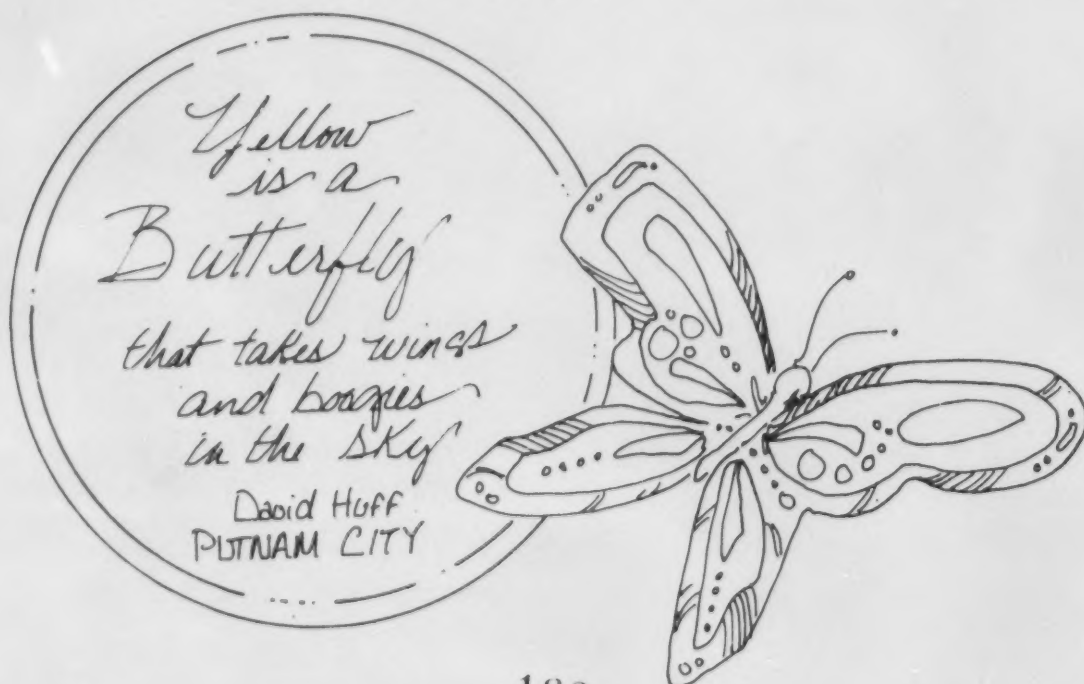
Anthologies of poems from school and/or
public library



PROCEDURE:

1. Make available to students many poems
2. For two days, the student reads all the poetry he can absorb.
3. At the end of day two, one poem must be selected to share with classmates--aloud. Criteria: it must express, in some way, a personal point of view.
4. Day Three: Distribute copies of the list, "Something to Write About." Alternative: Print each topic on a 3" x 5" card, to be kept in box labeled "Something To Write About" and used, as needed, by students.

5. Choose two students. Discuss their selected topics with them. Ask for their thoughts on why they chose these topics.
6. Write down, literally, their thoughts as they dictate them.
7. Discuss with these one or two students how they can divide the dictation they have given the teacher into lines resembling a poetic form--as opposed to paragraph form.
8. Transfer to wide line chart tablet, printing each poem separately as they are completed by students.
9. Mount on construction (or other heavy-type) paper--one poem on each side.
10. Hang, mobile style, in your room. Read, share, discuss value of, and enjoy.



GRADE LEVEL: 5-8

ACTIVITY:



Personal Reading Diary (teacher made form)

- a. Reveals to student the wide scope of their reading; often they think they do not read much.
- b. Encourages succinct written comments.

Conciseness is a neat trick in writing--and students always want to tell the whole book!

LEVEL OF THINKING: Appreciation

MATERIALS: Supplemental Readings

This is for free reading time in class--one week only.

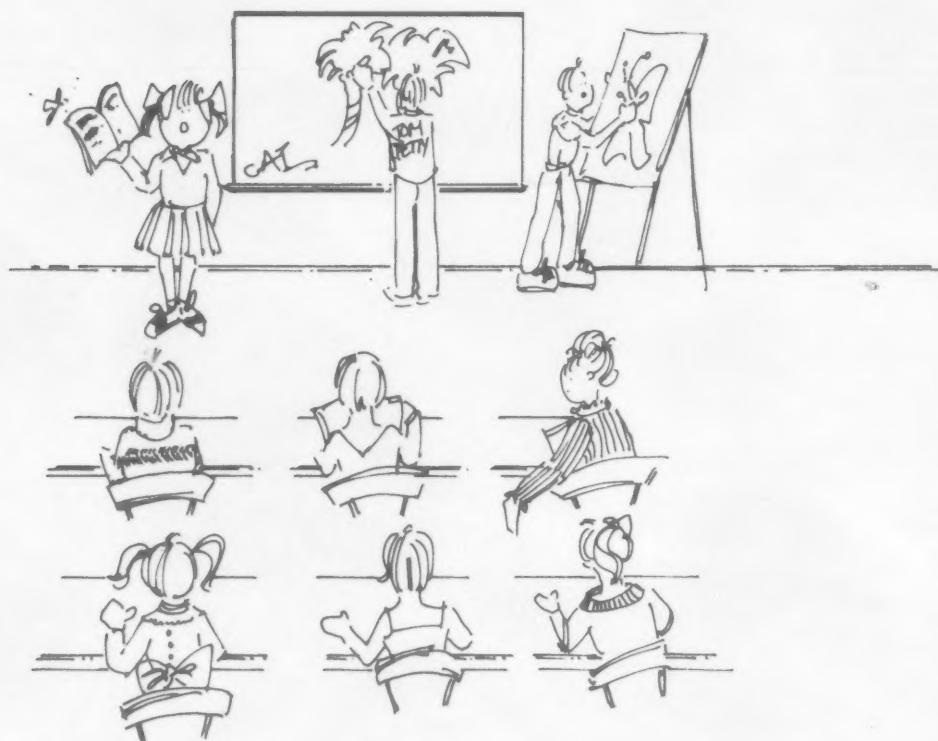
Other uses include: all library books in a nine-week period; newspaper and magazine reading--whatever extended reading serves the purpose of the group.



PROCEDURE:

1. Distribute forms, mounted in some "keepable" form.
2. Discuss agreement with student as to type of reading to be recorded--length of time diary will be kept.
3. Reserve at least ten minutes toward end of reading period two or three times a week for students to "update" diary. Encourage them to do it daily on their own time.
4. At end of week (or ten days or two weeks--whatever) reserve fifteen to twenty minutes . . . perhaps over a period of two days . . . for each

student to choose favorite entries from diary and share comments, synopses, or plots with class. Individual presentation gives importance to each individual's work. This sometimes results in recommendations for reading to classmates. If poetry is included, the "sharing" session can result in the reading of some very nice poems. Comments need to be brief, but students seem to enjoy the opportunity to present their own points of view about what they've read.



GRADE LEVEL: 5-8

ACTIVITY: Writing/Empathy Exercise

LEVEL OF THINKING: Creative/Integration

MATERIALS: Paper, pencil

PROCEDURE:

Ask students to put themselves in the place of something (inanimate object or animal or someone else). Write about that "something" feelings, attitudes, etc. Examples: You are a weed in a garden of beautiful roses. How do you feel? or You are a hibernating bear. What do you dream of?



LEVEL: 5-8

ACTIVITY: Read tall tales and write a tall tale.

LEVEL OF THINKING: Application/Creativity

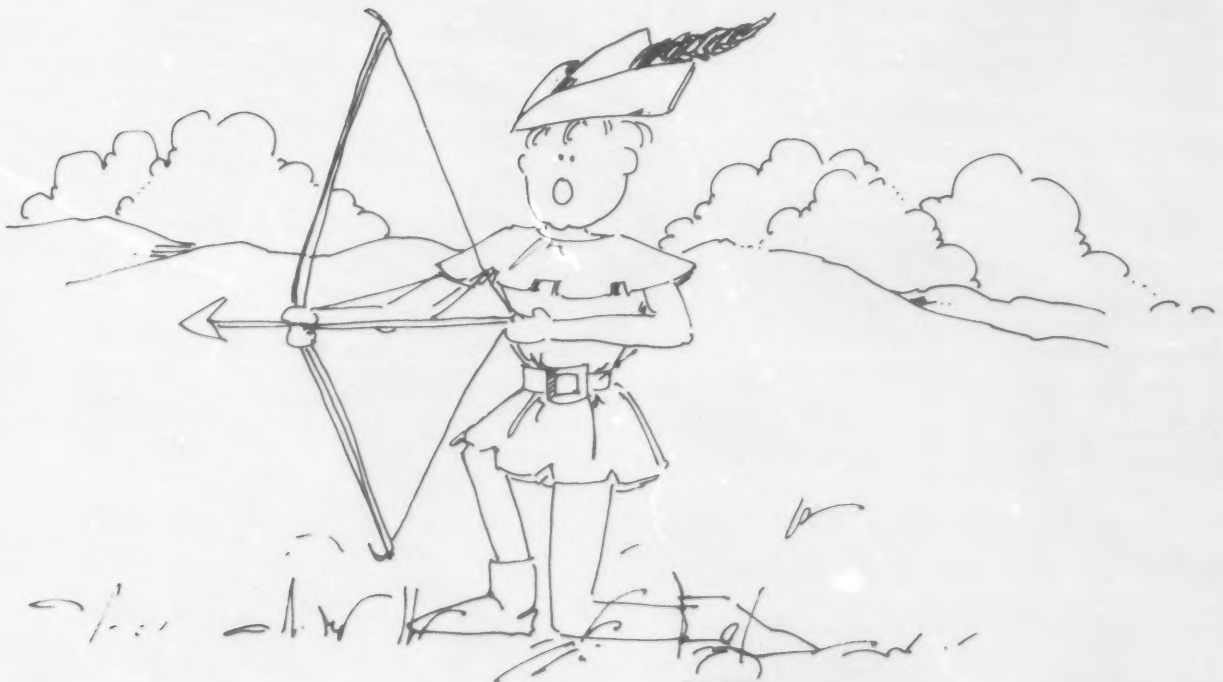
MATERIALS: Books of tall tales, paper, and pencil.

PROCEDURE:

Read Paul Bunyan, Pecos Bill, Johnny Appleseed, or Robin Hood.

1. Write a tall tale about a person:

1. in pre-historic times
2. during knighthood
3. in the future era
4. an era of your choosing



GRADE LEVEL: 5-12

ACTIVITY: Daily Reading

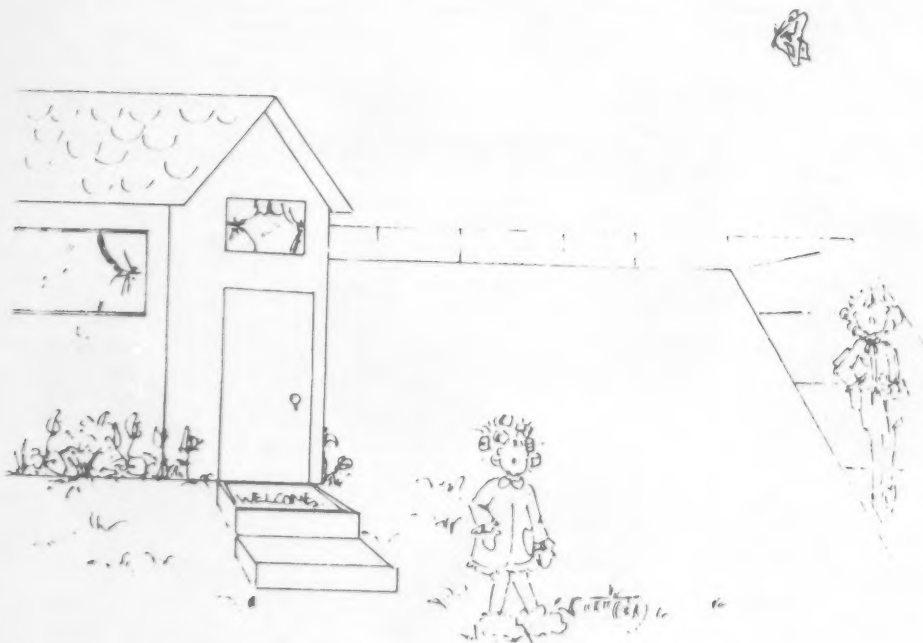
LEVELS OF THINKING: Application/Integration

MATERIALS: Daily newspaper

PROCEDURE:

Choose a topic that will be in the news for several days. This could be a political story on the local, state, or national level. (Ex: ERA Amendment.)

The student would follow the story everyday, and at the end of a specified time, condense the story into one shorter version and draw conclusions.



LEVEL: 5-12

ACTIVITY: Read biographies or autobiographies of great people. Compare their problems and achievements.

LEVEL OF THINKING: Application/Creative

MATERIALS: Books on Biographies and Autobiographies, paper and pencil.

PROCEDURE:

Choose two individuals and compare their obstacles and achievements in their lives.

1. Benjamin Franklin and Thomas Edison
2. Helen Keller and Eleanor Roosevelt
3. Charles A. Lindberg and Neil A. Armstrong
4. Compare two persons of the same profession in different periods of history.
 - a. Science
 1. Physics
 2. Astronomy
 3. Other fields of science
 - b. Music
 1. Composers
 2. Performers
 - c. Art
 1. Dance
 2. Painting
 3. Architecture
 4. Sculpture



GRADE LEVEL: 5-12

ACTIVITY: Making sentences from pictures

LEVEL OF THINKING: Interpretive

MATERIALS: Magazines

PROCEDURE:

Directions: Find pictures representing parts of speech. Form sentences by sequencing pictures on a strip of cardboard. The articles a, an, the are understood.

Example: dog boy fishing coffee

The sentence strips should be rotated to each group for interpretation.



GRADE LEVEL: 5-12

ACTIVITY: Research Nuclear Power

LEVEL OF THINKING: Reorganization/Evaluation/Interpretive

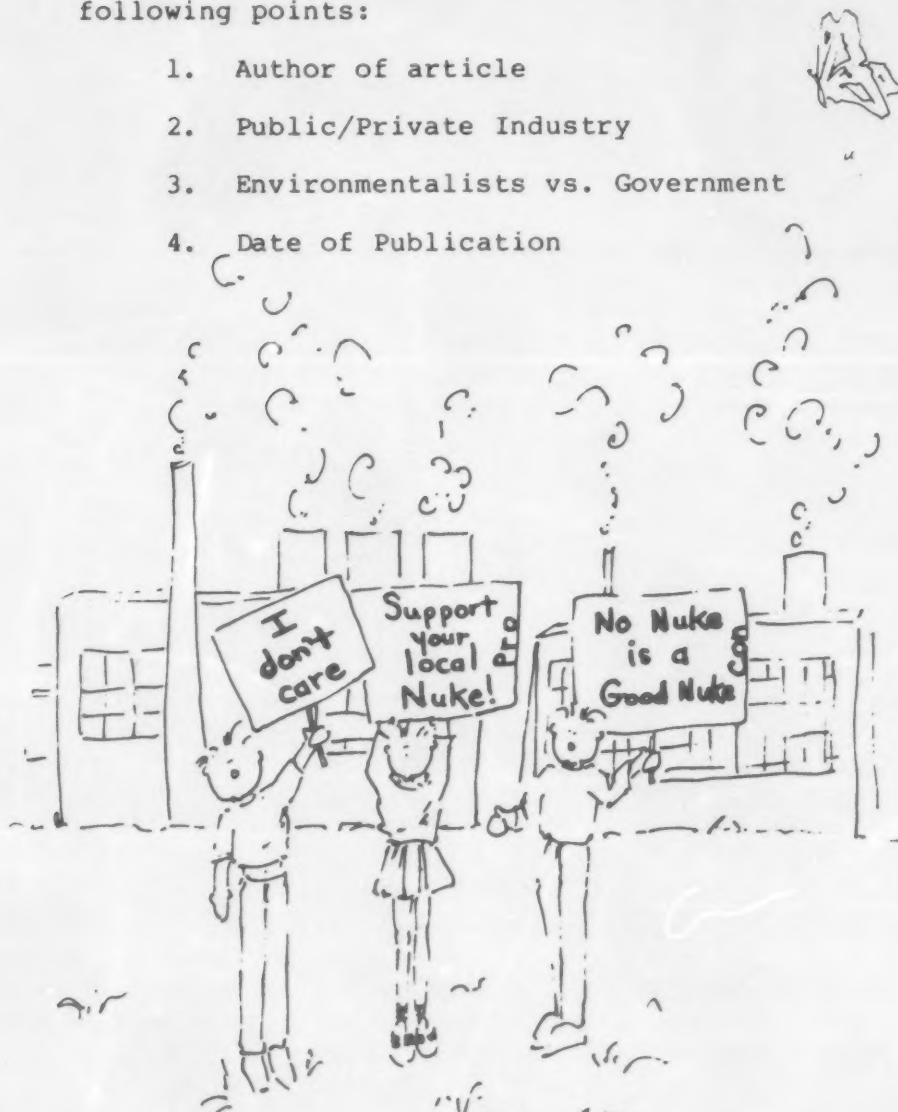
MATERIALS: Library resources

PROCEDURE:

Locate materials in the library on nuclear power.

Debate pros and cons. Justify your position by substantiating it in relation to your resource material. Include in your research some of the following points:

1. Author of article
2. Public/Private Industry
3. Environmentalists vs. Government
4. Date of Publication



GRADE LEVEL: 9-12

ACTIVITY: Chemistry Research

LEVELS OF THINKING: Evaluation/Interpretive

PROCEDURE:

How much do you really know about chemistry? You may be able to rattle off the names of all the crystal systems and the valences of every element known to man. But do you know the year in which Robert Boyle published his "Sceptical Chymist," or how many uses for the peanut were discovered by George Washington Carver?

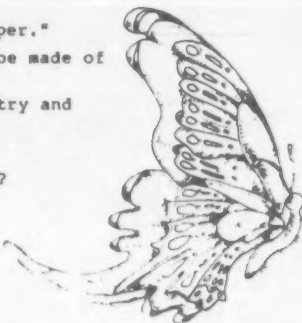


So-called "trivia" questions which relate to science have a certain value, for an understanding of the development and history of science is often of assistance in understanding the concepts. Such questions can be used by teachers to introduce and/or reinforce new information.

Try this brief test out on yourself to indicate your level of mastery. All these questions have either a direct or historical association with some aspect of chemistry. Separately, these and other similar questions find excellent use as "bonus" questions on ordinary examinations and tests; either to "spice up" dry material or to serve as a memory aid in the learning of the particular topic to which they relate. Together, they make a challenging but enjoyable change-of-pace classroom or homework exercise. In common with ordinary trivia, they are offbeat enough to provoke curiosity and difficult enough to provide a challenge.

Questions

1. Name the elements which make up the android robots in DC Comics' "Metal Men."
2. In what years has the U.S. Post Office issued stamps honoring the American Chemical Society and/or American Chemists?
3. What American President is responsible for the only English translation of the Medieval classic *De Re Metallica* by Georg Bauer (Agricola)?
4. What chemical was used as fuel for the rocket engine in the Lunar Lander?
5. What two celestial constellations represent devices which might be found in a chemical laboratory?
6. Name the 19th-Century Chemist who perfected the soft drink "Dr. Pepper."
7. True or False--the Hammer used for throwing in Track and Field may be made of Tungsten.
8. Who is the only person to be awarded the Nobel Prize in both Chemistry and Physics?
9. By what name is Theophrastus Bombastus von Hohenheim better known?
10. Who portrayed Pierre and Marie Curie in the movie about their lives?
11. Who was the first to prove that diamond was a form of pure carbon?
12. Which vitamin is sometimes known as the "Sunshine Vitamin" and why?
13. Does gold have any medicinal properties?
14. Does tea have a higher caffeine content than coffee?
15. What famous football coach started out as a chemistry teacher?
16. Choose one: Laboratory glassware has a higher/lower coefficient of expansion than ordinary soft glass.
17. Is the lactic acid produced by our muscles the same as that found in milk?
18. What was Robert Wilhelm von Bunsen's main contribution to the science of chemistry?
19. How did comic-book crook Eel O'Brian become Plastic Man?
20. What chemical can be used to forecast economic trends?





Answers

1. Tin, iron, lead, mercury, gold, and platinum. Their fictitious inventor, Will Magnus, chose these metals for the properties they would give each robot (eg., gold--malleability, etc.)
2. 1951 and 1976. These dates corresponded to the 75th and 100th anniversaries of the ACS.
3. The English translation of this 1556 work was done in 1912 by Herbert Hoover, a mining engineer by profession.
4. Hydrazine, N_2H_4 . The oxidizing agents were nitrogen tetroxide, N_2O_4 . These two chemicals burn on contact without need of a spark.
5. Fornax, the furnace; Libra, the balance.
6. R. S. Lazenby. The chemistry of flavors is considerable economic importance.
7. False. The hammer can be made of any material no softer than brass, but a recent IAAF regulation increasing the minimum diameter of the hammer to 110 mm has effectively eliminated tungsten and other unusual metals, since the mass of the implement (7.26 kg) remains constant.¹
8. Marie Curie was awarded the Nobel Prize for Physics in 1903 and received the Chemistry prize in 1911.
9. Paracelsus, the 16th-century alchemist credited with the modern discovery of zinc.
10. Walter Pidgeon and Greer Garson.
11. Humphrey Davy demonstrated this in 1814 by burning a diamond in oxygen and producing carbon dioxide, the same product as from the burning of charcoal. This paved the way for the concept of Allotropy.
12. Vitamin D is produced by the UV radiation of certain steroids--these reactions take place in the skin exposed to sunlight.
13. Gold salts have some uses in the treatment of rheumatoid arthritis, but their use has decreased since the discovery and subsequent development of the corticosteroids.
14. While tea leaves have a higher caffeine content than coffee beans, the prepared beverages contain the same as a dose of caffeine, about 100-150 mg.
15. Knute Rockne.
16. Borosilicate glass (Pyrex, Kimax) has a lower coefficient of expansion, 3.5 as compared to a 9.3 for soft glass. This property enables it to withstand the extreme changes of temperature to which it is exposed in the laboratory, which ordinary glass cannot.
17. No. These chemically identical compounds differ in their three-dimensional structure. They are optical isomers.
18. Bunsen's main contribution was the development of the technique of Spectroscopy with his colleague Robert Kirchhoff. The well-known burner was simply one of the tools that was part of this development--Faraday had used a similar burner earlier.
19. A vat of acid spilled on him and entered his bloodstream, endowing him with elastic properties. In reality, acids are used as catalysts in the production of many flexible polymeric compounds.
20. Sulfuric acid has more uses in industry than any other compound. The amount produced each year is a fairly good yardstick of industrial and economic prosperity.

¹This rule change was made specifically to do away with hammers made of tungsten. It was felt that users of these smaller implements had an advantage due to decreased air resistance over larger ones of brass or iron.

It is also of interest to note the rather unusual mass of this device, 7.26 kg. This number is a nice "round" figure (16 lb) in English measure. The reason for this is that both the hammer and the equally-massive shot are English/Scottish in origin. On the other hand, the javelin (800 g) and the discus (4 kg) have their historical roots in Europe, a fact reflected by the value of their masses.

Reprinted by permission from the Journal of Chemical Education, Vol. 57, #10, October, 1980, p. 729 "Chemistry Trivia--Not Really Trivial" by Robert A. Palermo.

GRADE LEVEL: 9-12

ACTIVITY:

Interview (or write a letter to) a character in a book:

The Outsiders by S. E. Hinton

Of Mice and Men by John Steinbeck

The Other Side of the Mountain by E. G. Valens

Brian's Song by William Blinn

Clan of the Cave Bear by Jean Auel

The Glass Menagerie by Tennessee Williams

LEVEL OF THINKING: Reorganization/Interpretive

MATERIALS:

Several copies of books listed (plus others of your choosing)

PROCEDURE:

Assign an interview (questions and answers) or a letter exploring the chosen character's needs, triumphs, disappointments.



GRADE LEVEL: 9-12

ACTIVITY:

Reading current news stories and selecting specific details to create a new fictionalized account.

LEVEL OF THINKING: Creative/Interpretive

MATERIALS:

Enough daily newspapers for the entire class.

(Daily Oklahoman, Tulsa World, etc.)

PROCEDURE:

Ask students to clip one news item of particular interest, read the clipping carefully and then have one character in the story tell what happened in his/her own words, taking the story beyond the point where the news clipping ended to a final conclusion.



GRADE LEVEL: 9-12

ACTIVITY:

Reading one of the following books:

Lord of the Flies - by William Golding

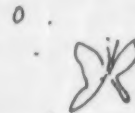
The Stranger - by Albert Camus

Inherit the Wind - by Jerome Lawrence and Roberts Lee

Billy Budd - by Herman Melville

Rickie - by Thomas Thompson

Saint Joan - by George Bernard Shaw

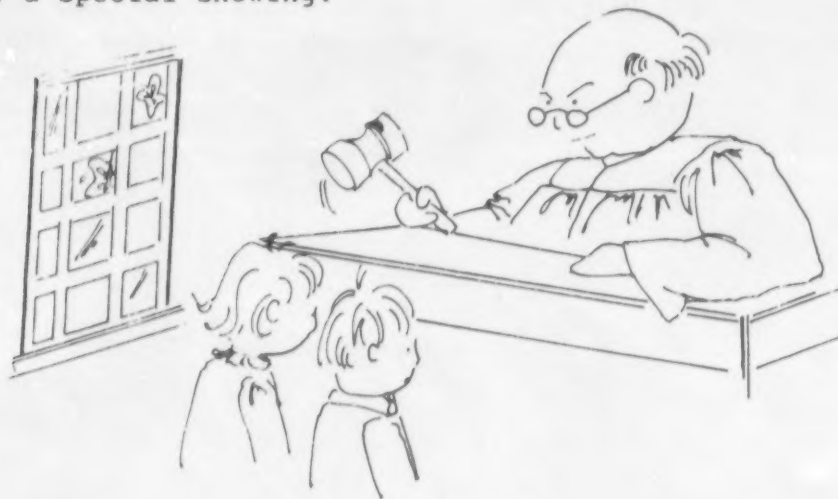


LEVEL OF THINKING: Application

MATERIALS: Five copies each of books listed above.

PROCEDURE:

Ask students to select one book to read; group students according to the title selected. Ask each group to present a trial scene (with a judge) reviewing the case presented in the novel. These could be presented directly to the class or videotaped for a special showing.



GRADE LEVEL: 9-12

ACTIVITY: Writing

LEVEL OF THINKING: Creative

MATERIALS: Chaucer's Canterbury Tales

PROCEDURE:

After reading the General Prologue of the CANTERBURY TALES, students are required to write their own prologue. They may choose from contemporary "pilgrims". The students then write their own tales and describe their "pilgrims" in either prose or poetry.



LEVEL: 9-12

ACTIVITY: Mythological Figures

LEVEL OF THINKING: All levels

PROCEDURE:



In the story below there is a word which describes each one of the mythological figures at the bottom of the page. For example, Venus is the goddess of love. The word love appears in the first line of the story, so you would write love on the line beside Venus. See if you can find the rest. You may use a dictionary.

The king was in love with a beautiful huntress who lived by a river. She came into sight only at night, and the king would go by the river when the harvest moon was full and watch for her. How he wanted to flatter her and offer her wine! But she shunned him, in fact; she thought he was a monster. She lavished all her affections on her mountain goat.

One night on an impulse, the king sent his messenger galloping away on his horse with a letter to the lady. When she received the message and read it, a fire of passion began to kindle in her heart. The message said: "Oh, kind lady, if only I could hear your soft voice uttering words of encouragement, the thunderbolt making war in the sky would be muffled and

a rainbow would appear. Oh beautiful lady, please heal my broken heart and be mine in marriage. Your lonely king."

Suddenly lightening lit up the heavens and in its glare, a woman was seen crossing the river, leading a goat. She was approaching the gates of the kingdom. The king's words had won her heart.



- | | |
|------------------|--------------------|
| 1. Venus _____ | 11. Pan _____ |
| 2. Styx _____ | 12. Bacchus _____ |
| 3. Zeus _____ | 13. Damocles _____ |
| 4. Chimera _____ | 14. Diana _____ |
| 5. Uranus _____ | 15. Cynthia _____ |
| 6. Mercury _____ | 16. Juno _____ |
| 7. Vulcan _____ | 17. Janus _____ |
| 8. Demeter _____ | 18. Apollo _____ |
| 9. Pegasus _____ | 19. Iris _____ |
| 10. Ate _____ | 20. Mars _____ |



GRADE LEVEL: 9-12

ACTIVITY: Creating Ballads

LEVEL OF THINKING: Application/Integration/Creative

MATERIALS: English or World Literature Anthology

PROCEDURE:

Have students read an assortment of ballads discussing the concise structure which allows much to be said and implied in only a few words. When students have read and discussed a number of ballads, ask them to write a ballad about a modern 'happening'; train, plane or car accident; drowning; feud; mysterious death, etc.



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GRADE LEVEL: 10-12

ACTIVITY:

Listing details of place, time and atmosphere of reading selection.

LEVEL OF THINKING: Application/Reorganization

MATERIALS: Short Stories, Novels

PROCEDURE:

Students construct a chart with headings.

<u>Place</u>	<u>Time</u>	<u>Atmosphere</u>
details	details	details

Details are placed under the appropriate headings to support written summary statement of selection.



GRADE LEVEL: 10-12

ACTIVITY: Sonnets Interpretations, Comparison

LEVEL OF THINKING: Interpretive/Evaluation

MATERIALS:

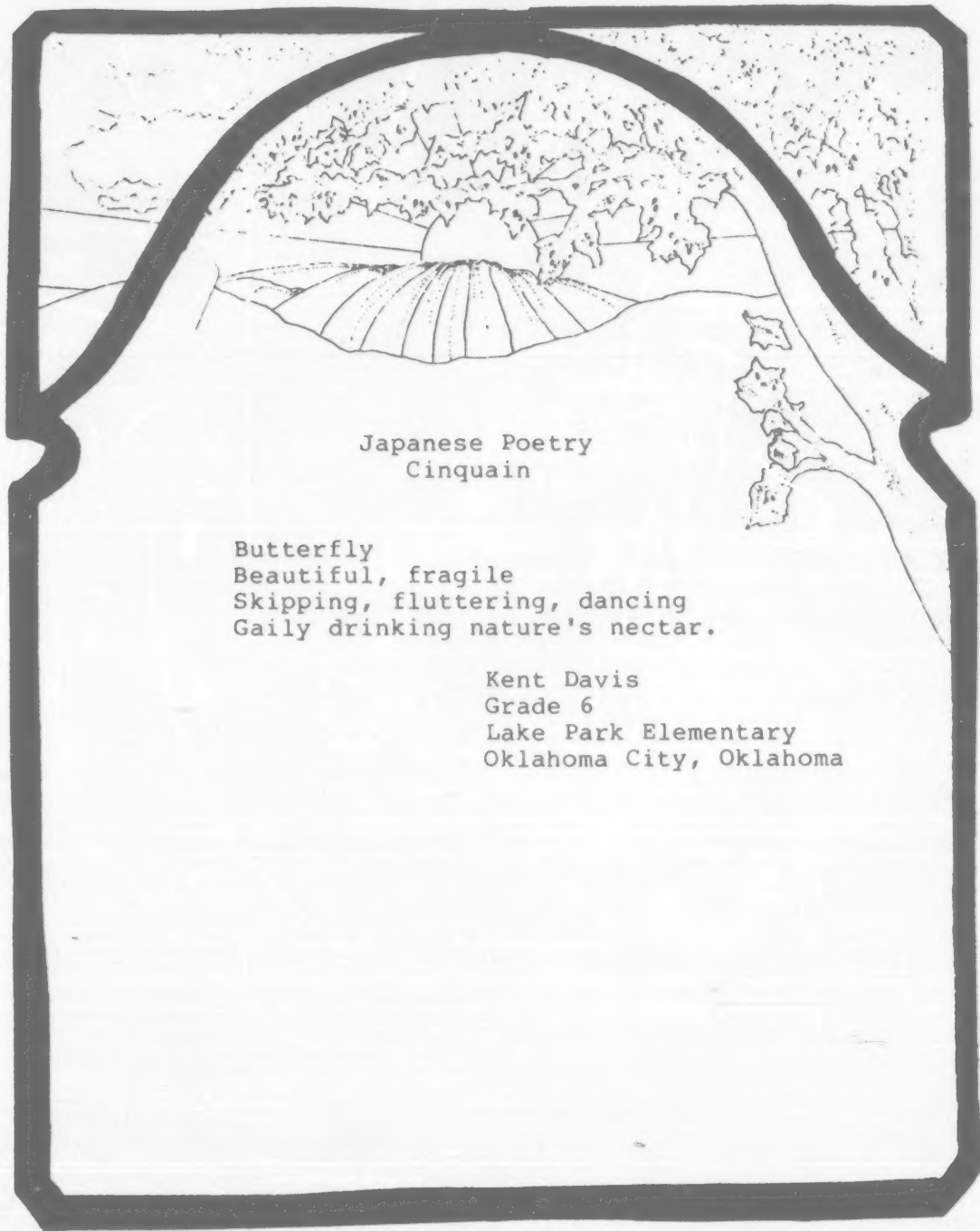
Sonnets by Elizabethan poets and one traditional Petrarchan form.

PROCEDURE:

The students identify rhyme schemes and compare and contract schemes written or orally.



Research Project Section



Japanese Poetry Cinquain

Butterfly
Beautiful, fragile
Skipping, fluttering, dancing
Gaily drinking nature's nectar.

Kent Davis
Grade 6
Lake Park Elementary
Oklahoma City, Oklahoma

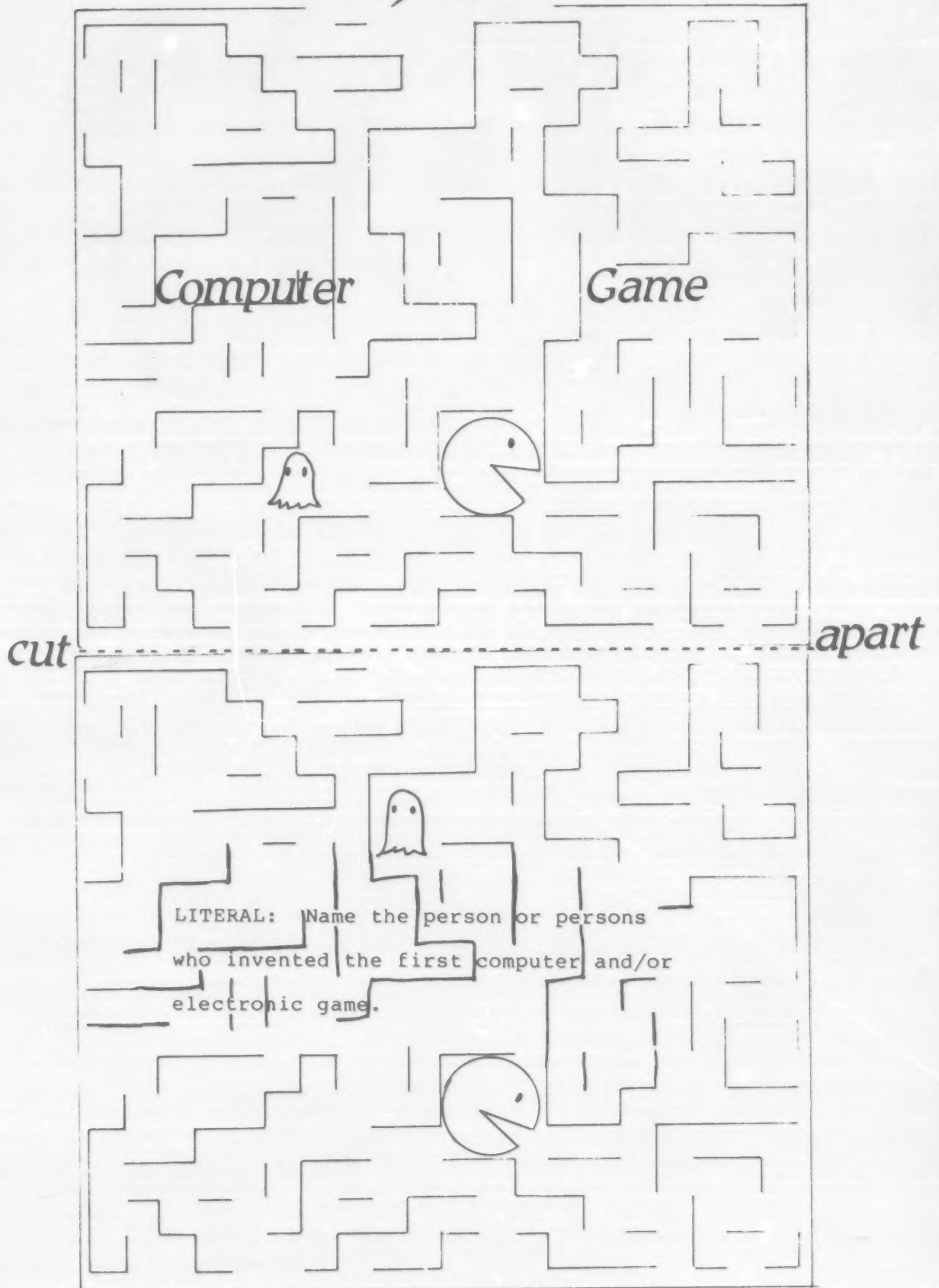
Explanation of Research Project Booklets

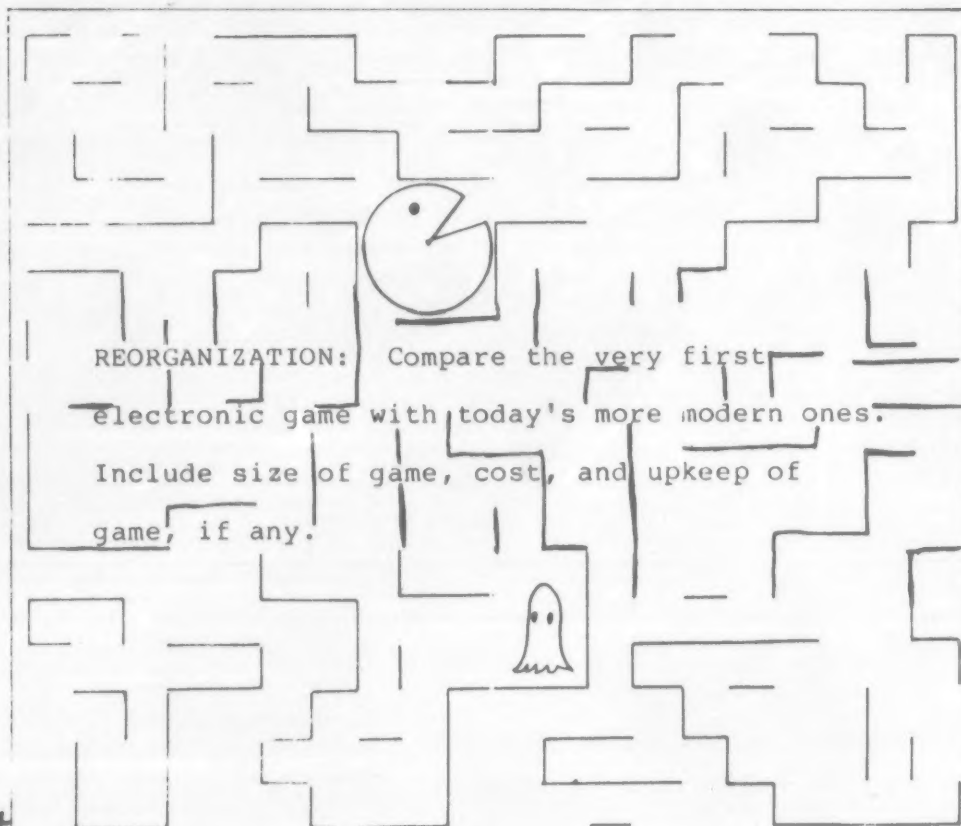
RESEARCH PROJECT BOOKLETS

Utilizing the Higher Levels of Questioning

The following activities have been created for use in the classroom. Simply cut out the following designs. There will be two designs on each page. Color with magic markers and back with colorful construction paper. Laminate. Each completed project will have eight pages. Punch holes in the top and fasten with a brad or shower curtain rings.

Project 1

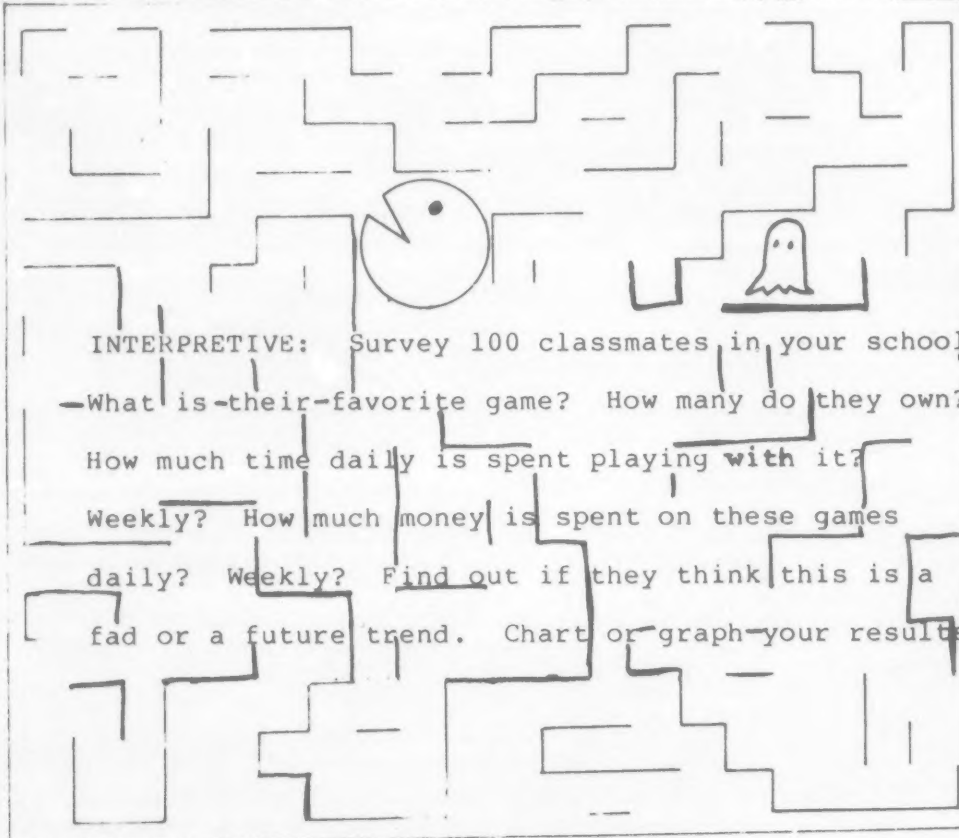




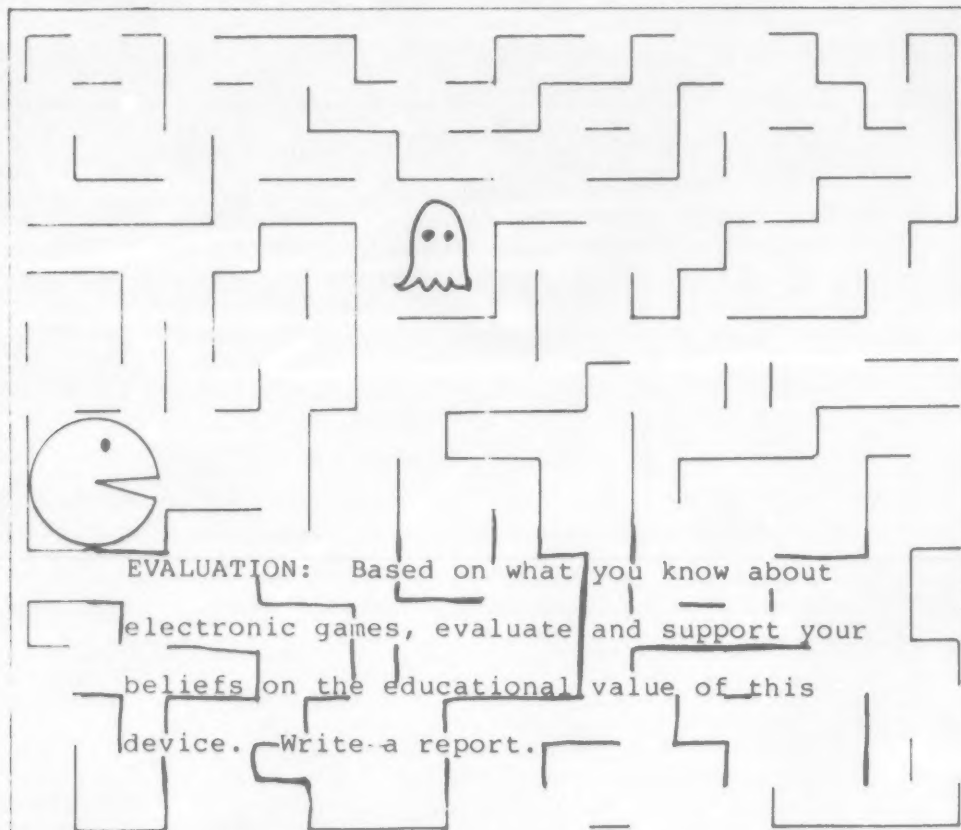
REORGANIZATION: Compare the very first electronic game with today's more modern ones. Include size of game, cost, and upkeep of game, if any.

cut

cut



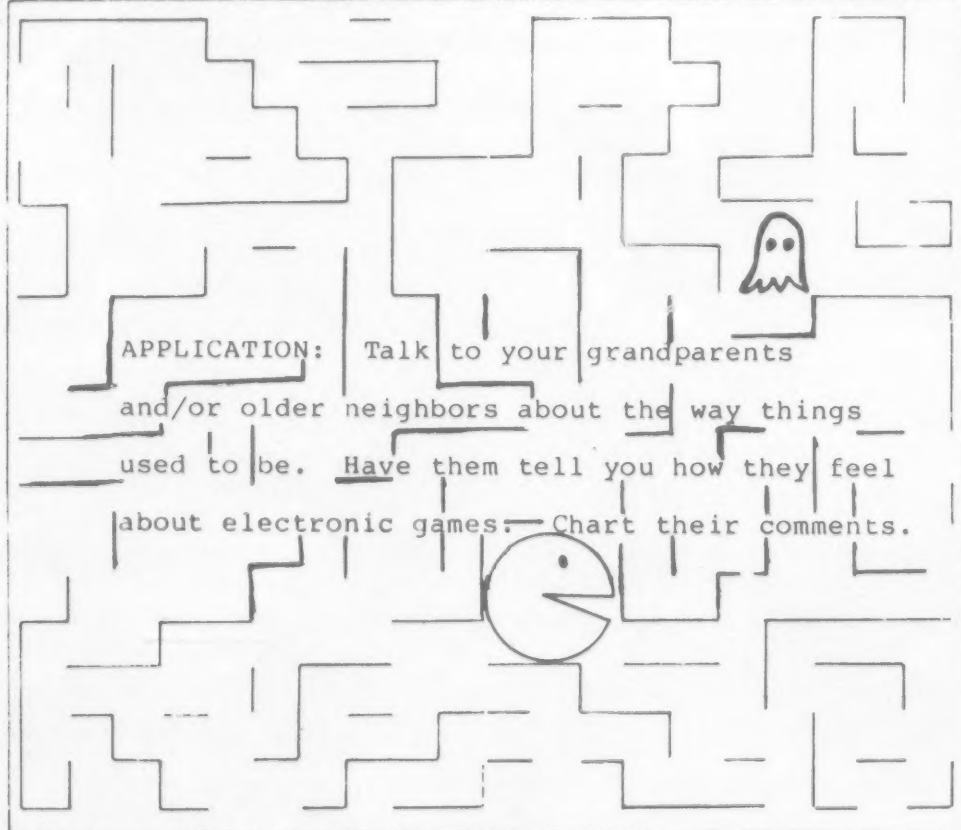
INTERPRETIVE: Survey 100 classmates in your school. What is their favorite game? How many do they own? How much time daily is spent playing with it? Weekly? How much money is spent on these games daily? Weekly? Find out if they think this is a fad or a future trend. Chart or graph your results.



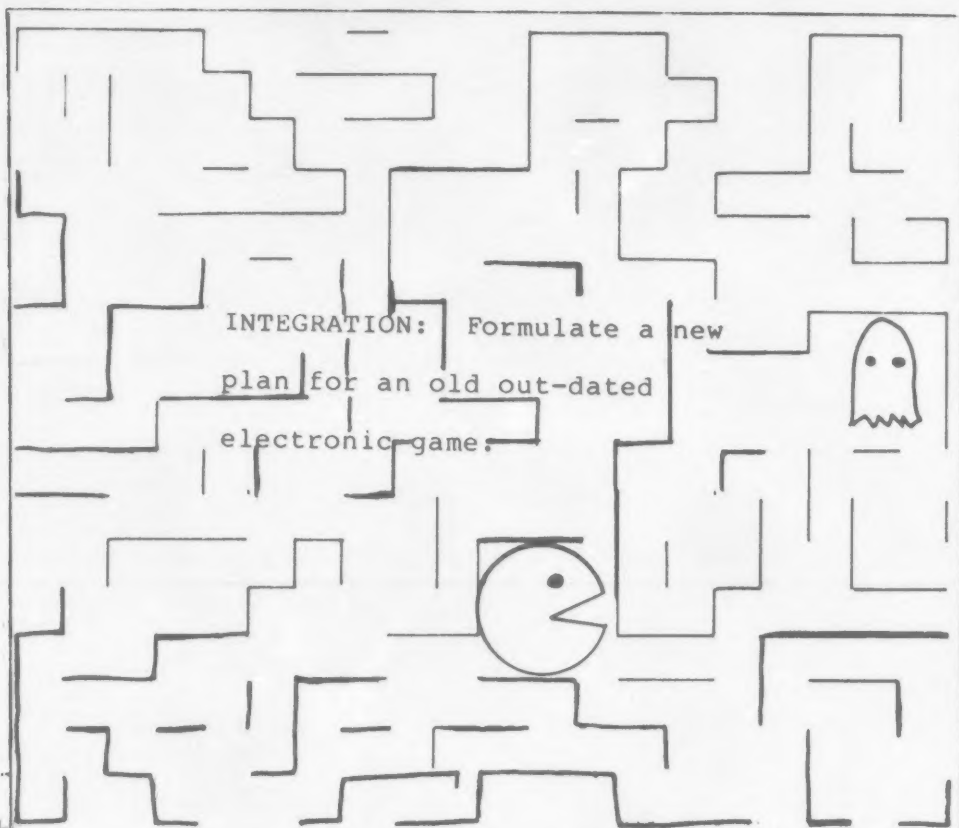
EVALUATION: Based on what you know about electronic games, evaluate and support your beliefs on the educational value of this device. Write a report.

cut

cut



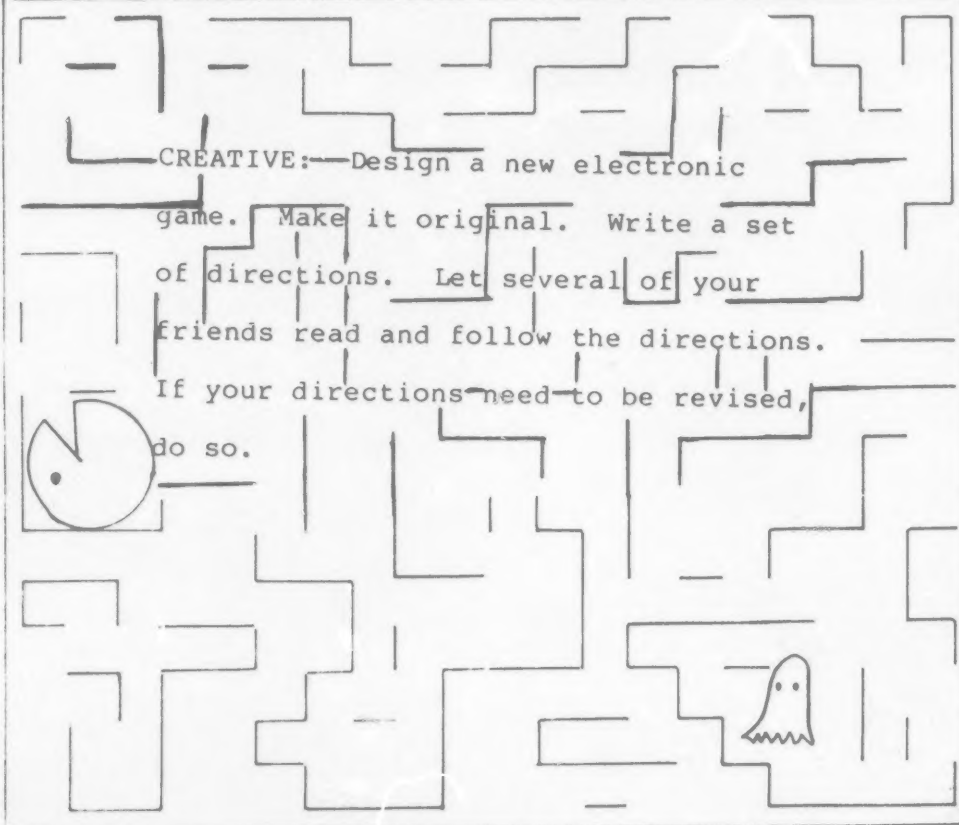
APPLICATION: Talk to your grandparents and/or older neighbors about the way things used to be. Have them tell you how they feel about electronic games. Chart their comments.



INTEGRATION: Formulate a new plan for an old out-dated electronic game.

cut

cut



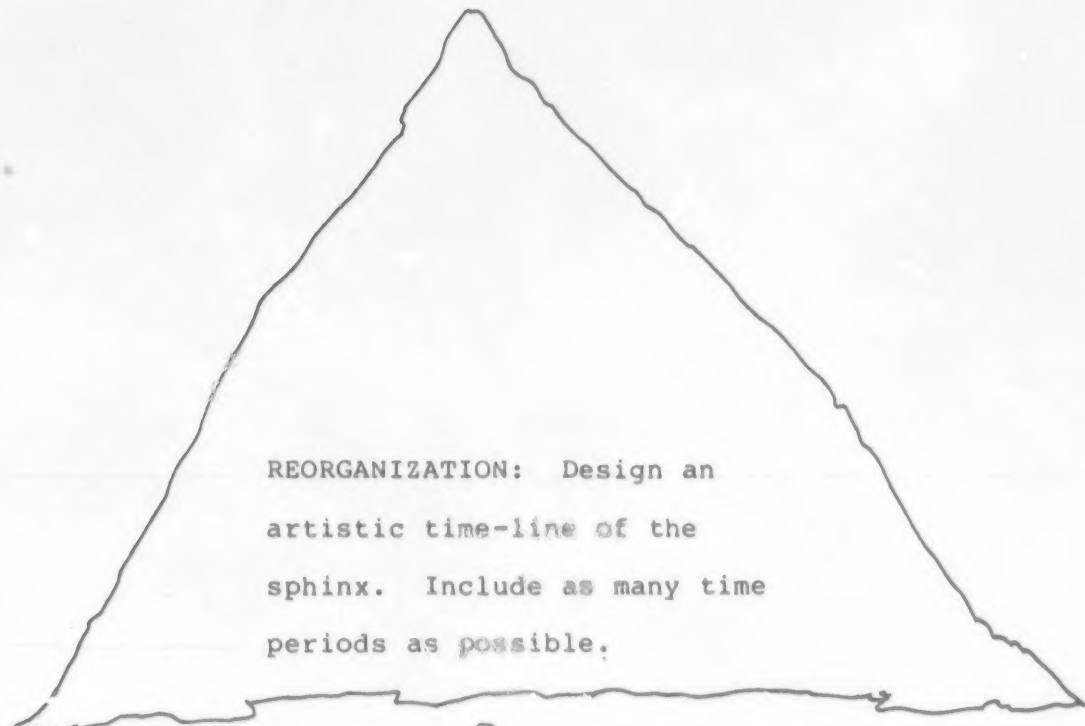
CREATIVE: Design a new electronic game. Make it original. Write a set of directions. Let several of your friends read and follow the directions. If your directions need to be revised, do so.

Project 2

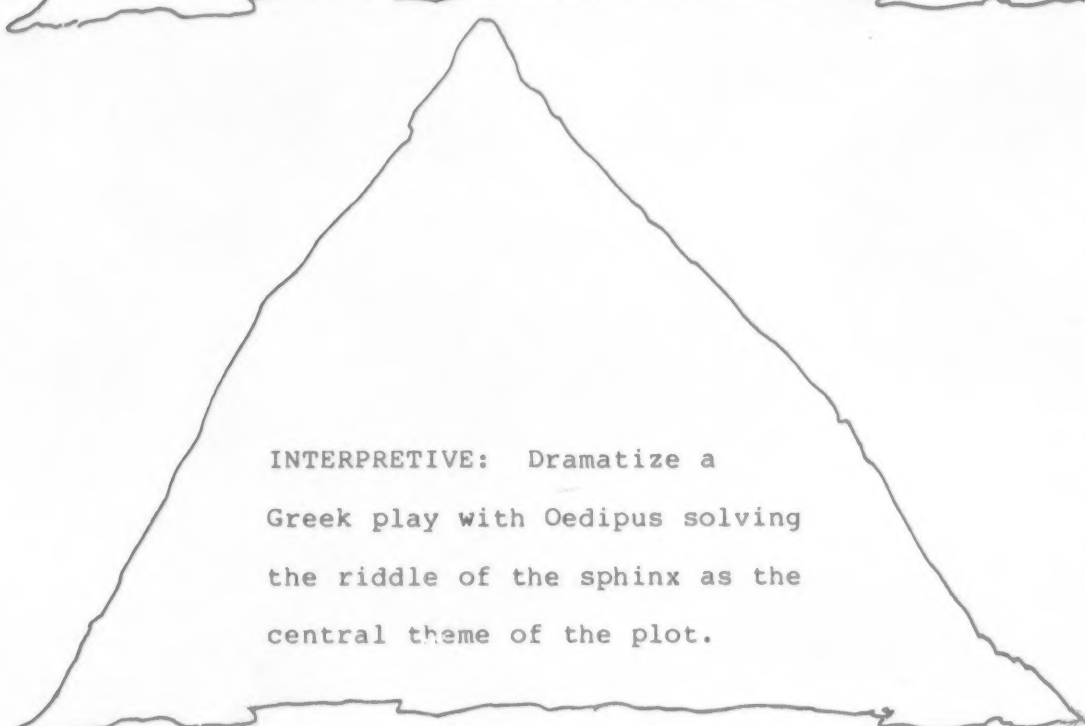


LITERAL:

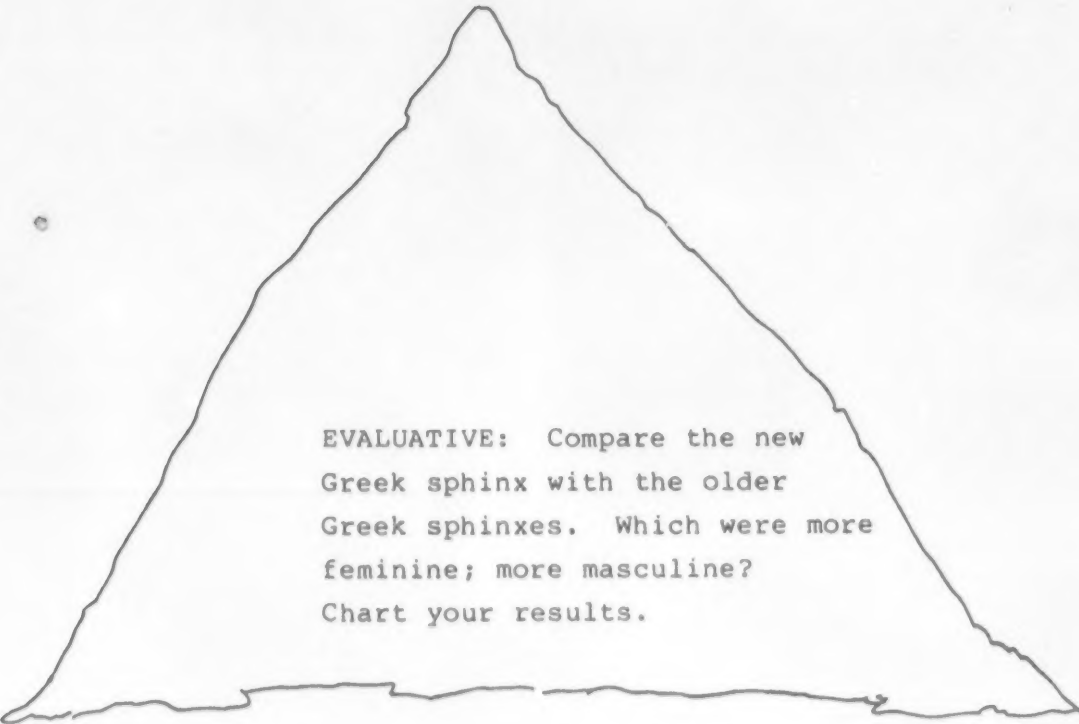
Research the history of the sphinx. Report your findings.



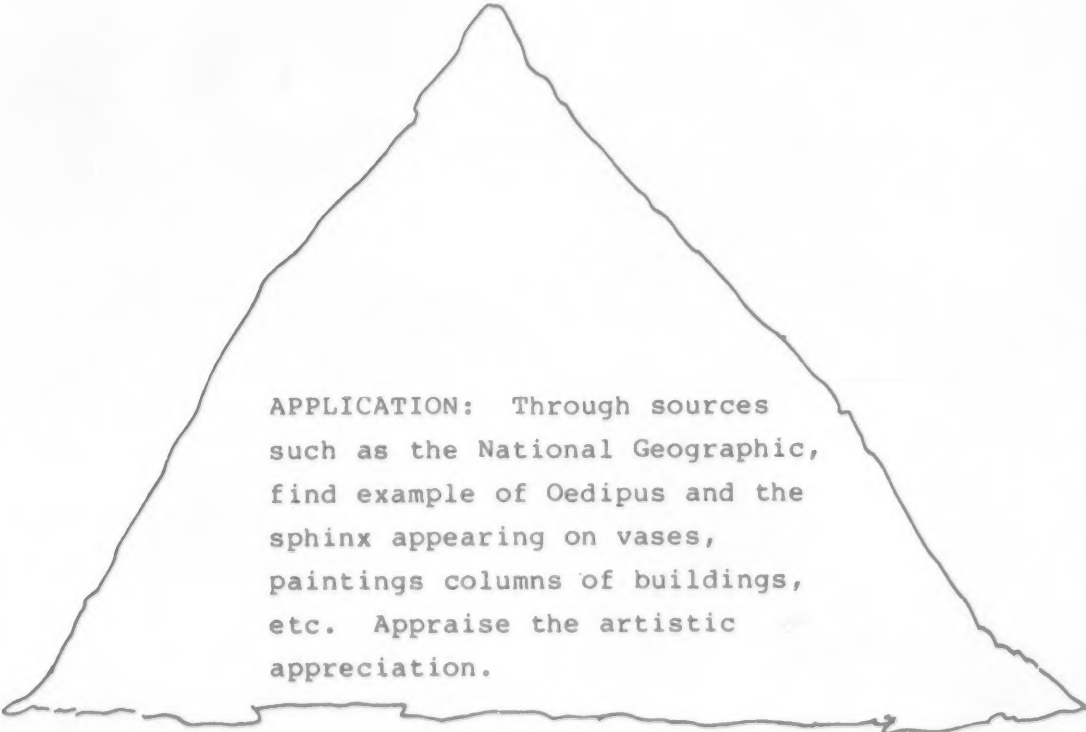
REORGANIZATION: Design an artistic time-line of the sphinx. Include as many time periods as possible.



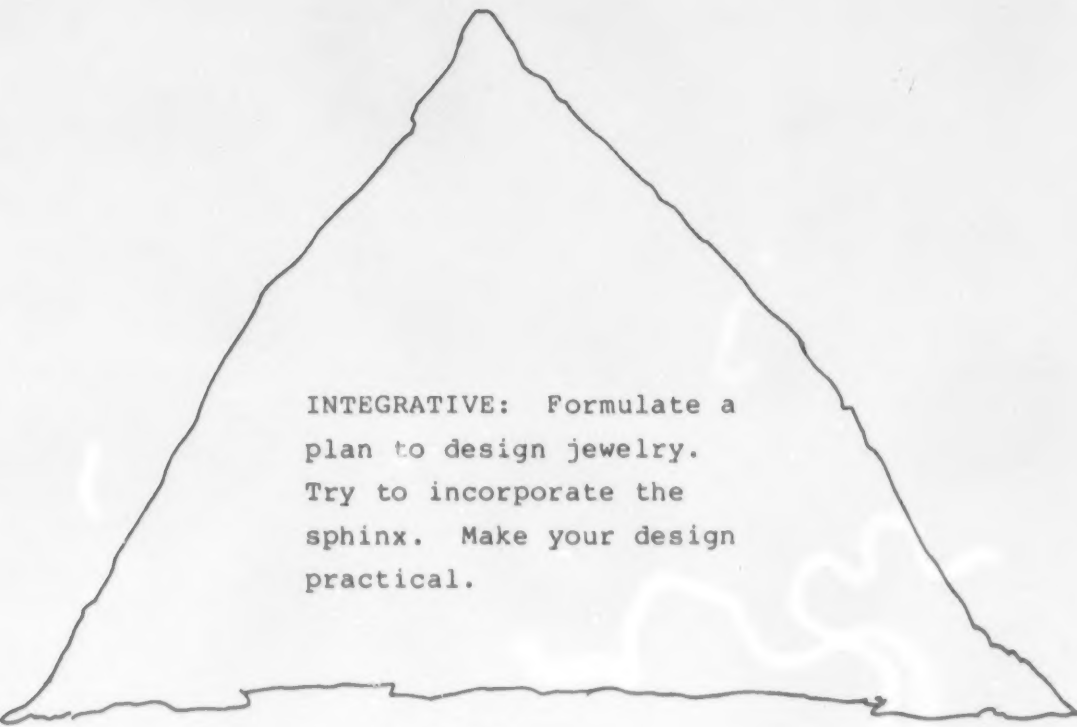
INTERPRETIVE: Dramatize a Greek play with Oedipus solving the riddle of the sphinx as the central theme of the plot.



EVALUATIVE: Compare the new Greek sphinx with the older Greek sphinxes. Which were more feminine; more masculine? Chart your results.



APPLICATION: Through sources such as the National Geographic, find example of Oedipus and the sphinx appearing on vases, paintings columns of buildings, etc. Appraise the artistic appreciation.

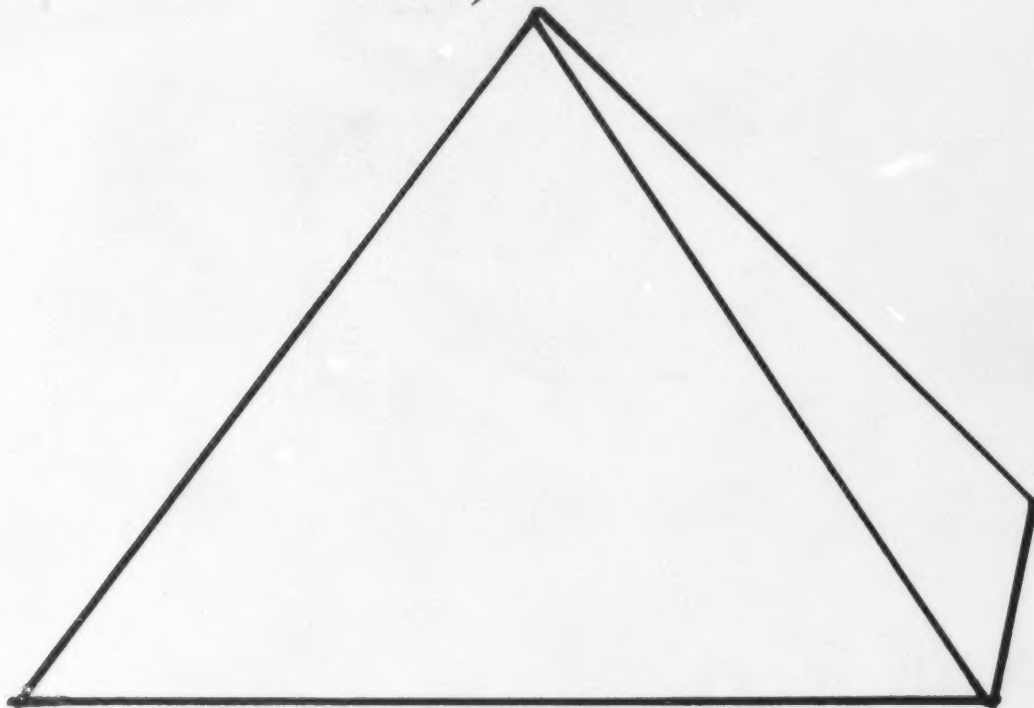


INTEGRATIVE: Formulate a plan to design jewelry. Try to incorporate the sphinx. Make your design practical.

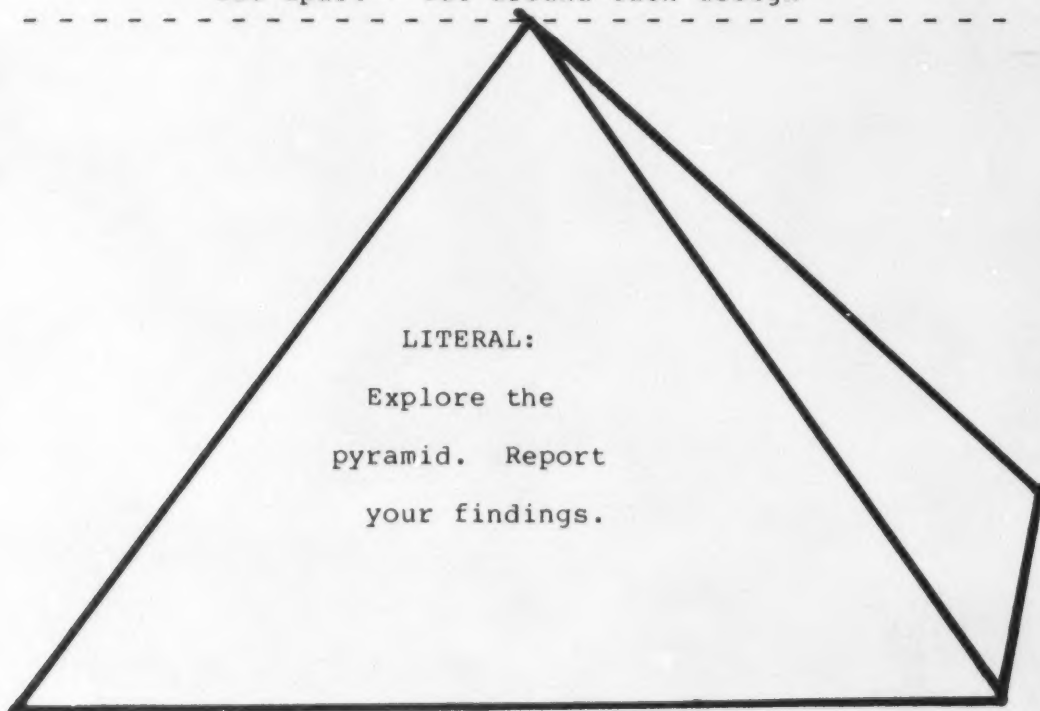


CREATIVE: Take the design from above and create your jewelry. Use clay, metal, carvings, wire sculpture, or a medium of your choice.

Project 3

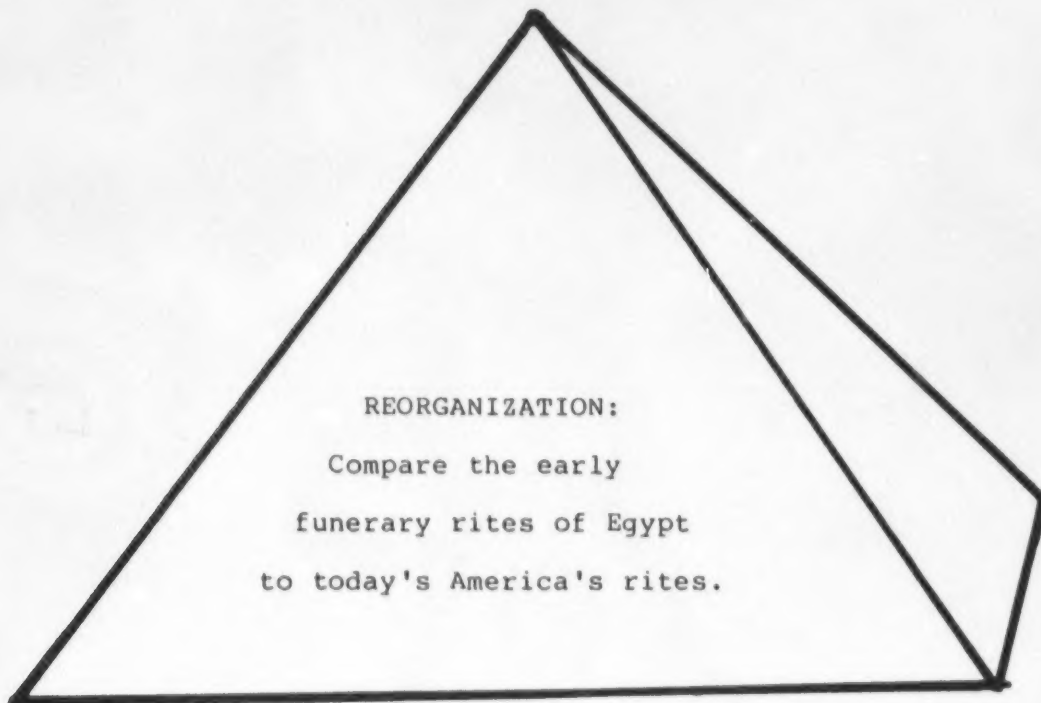


Cut apart - Cut around each design

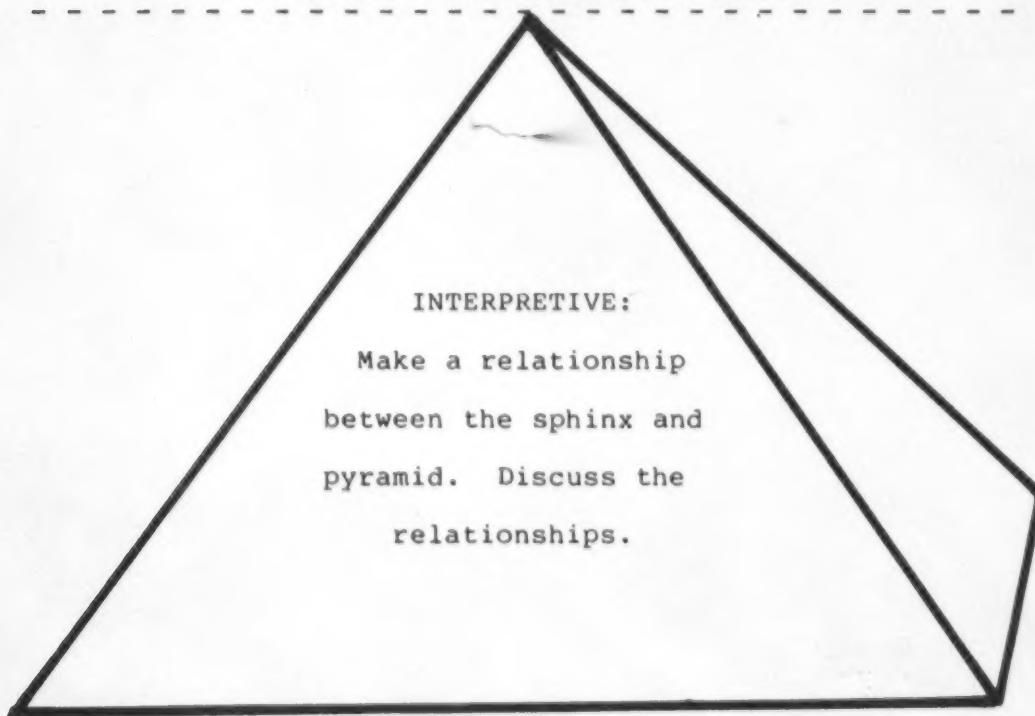


LITERAL:

Explore the
pyramid. Report
your findings.



Cut apart - Cut around each design



EVALUATION:

Research the mastaba.

Give all the parts of the
mastaba and give the reasons
for the different sections. Which
is the best way to be buried? (mastaba
or coffin) Explain.

Cut apart - Cut around each design



APPLICATION:

Outline the steps
needed to build a pyramid.

Include the job descriptions of
the workers on this job. Tell how
you will get workers to fill this job.

INTEGRATION:

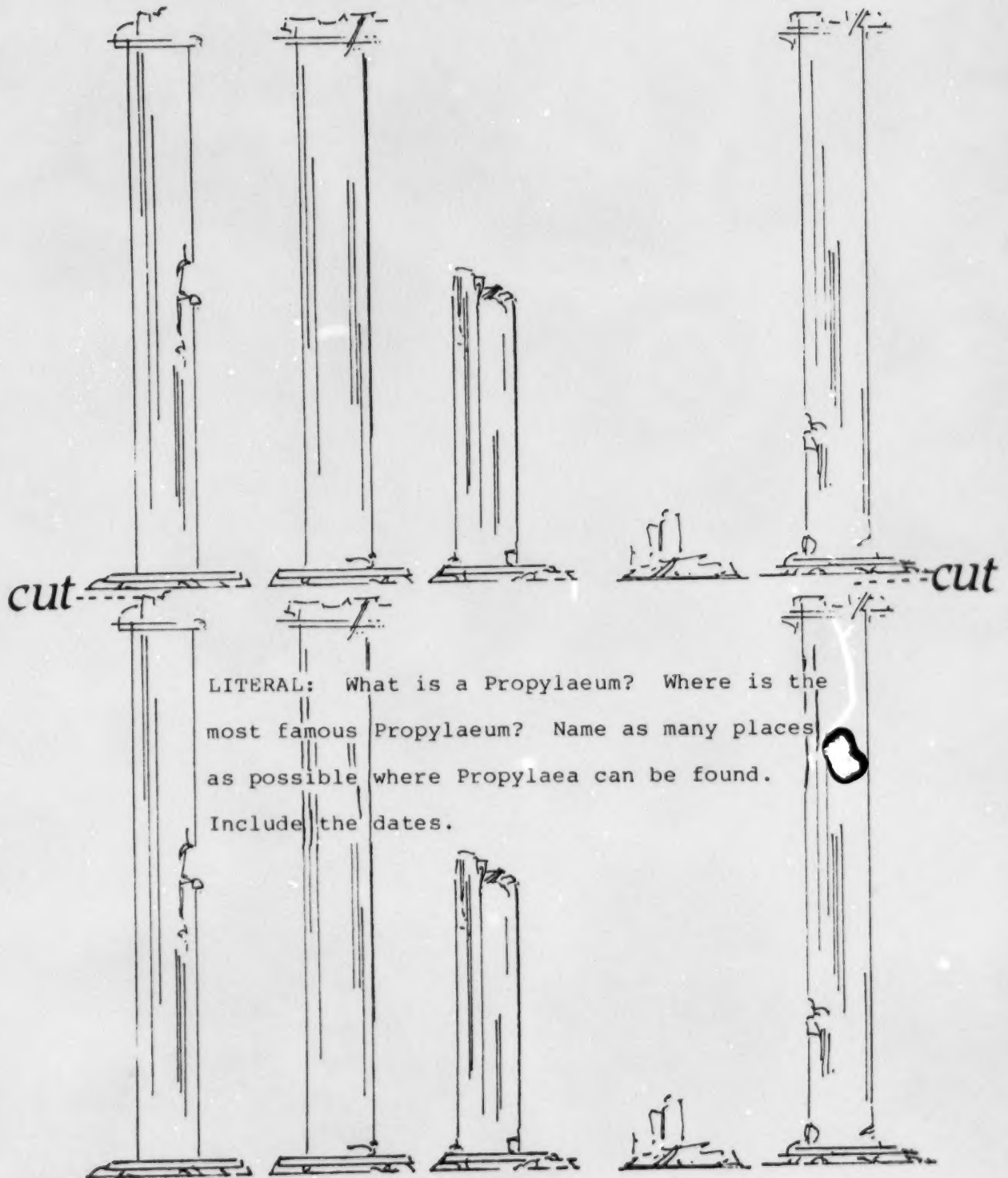
The most significant
achievement in the art of
representation in Old Kingdom
Egypt was the rules of the canon.
Research and write your reaction to
these rules.

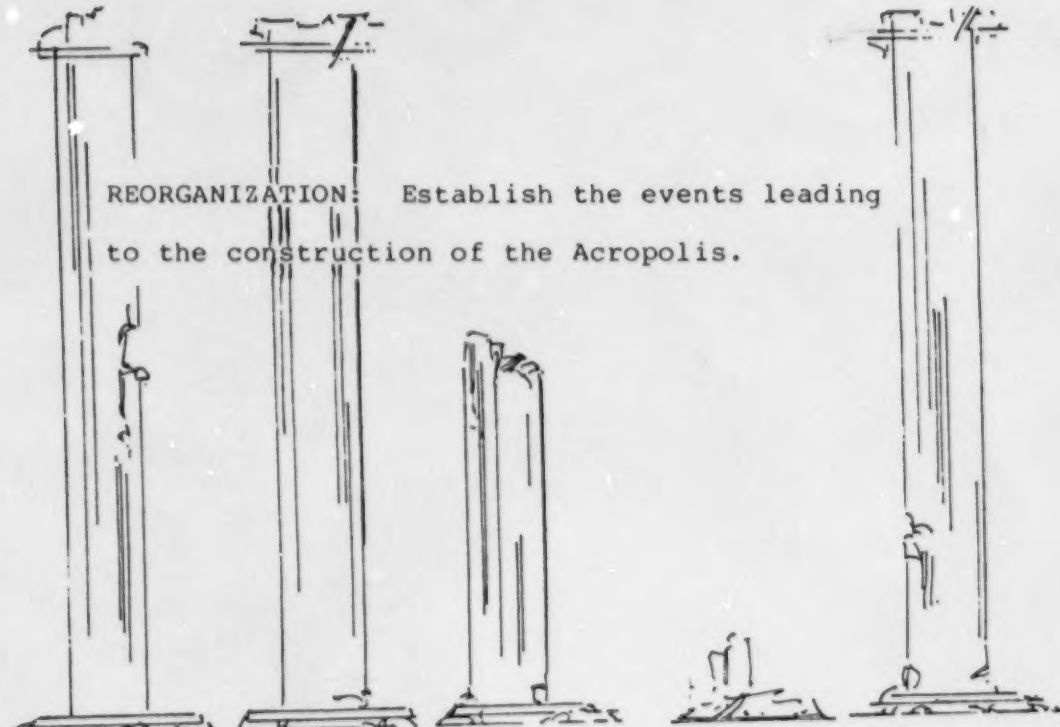
Cut apart - Cut around each design

CREATIVE:

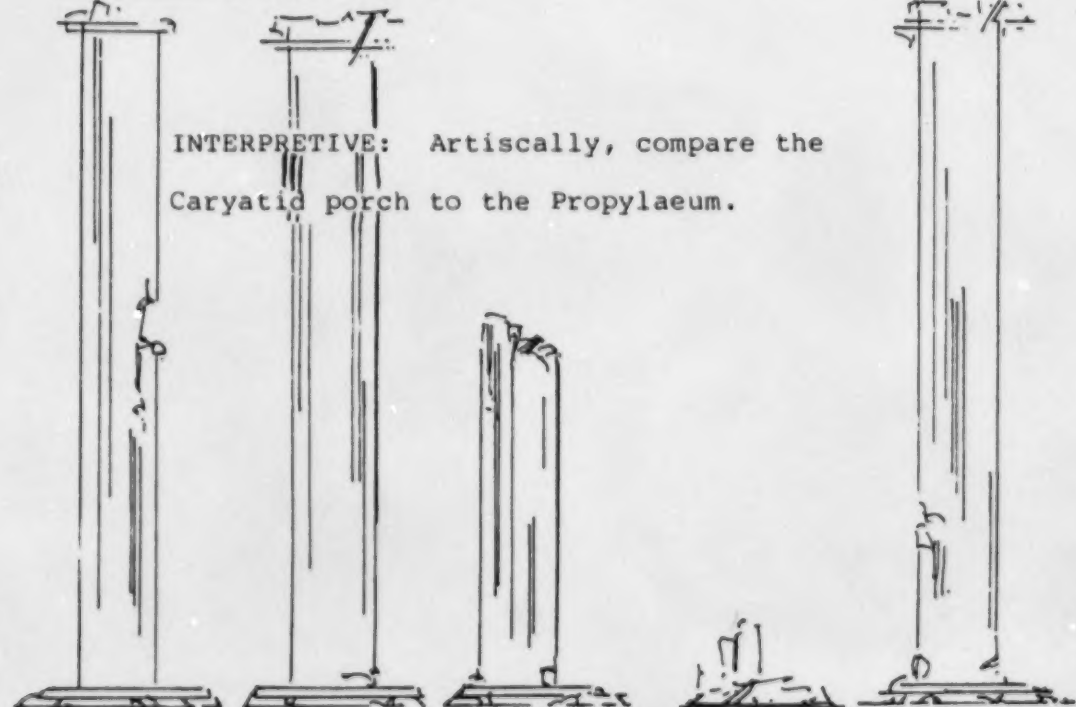
Design your own
pyramid. Make a maze
for the entire class to
enjoy.
Or, use the rules of the
cannon and do a painting,
relief, or freestanding statuary
following the rules.

Project 4

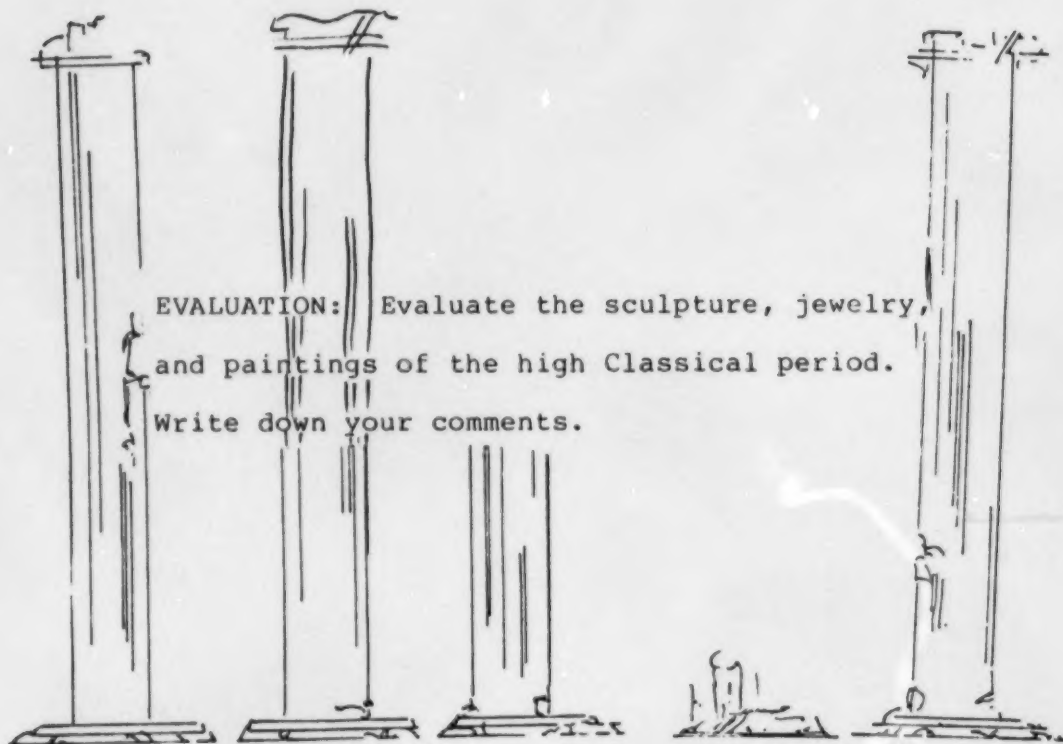




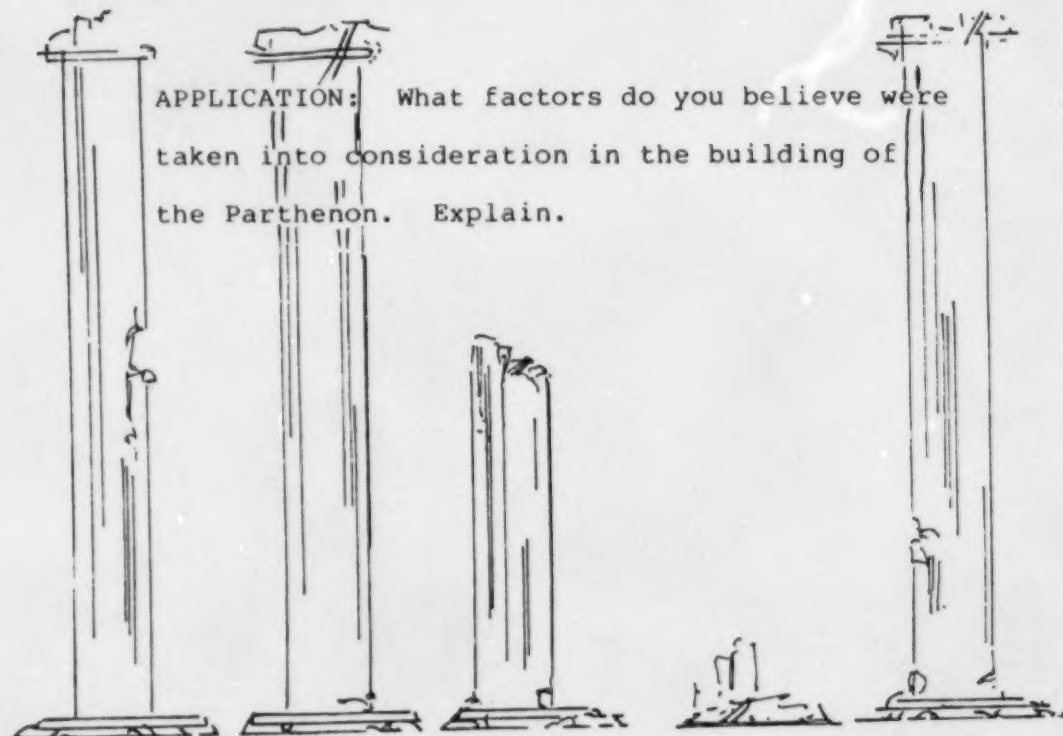
REORGANIZATION: Establish the events leading
to the construction of the Acropolis.



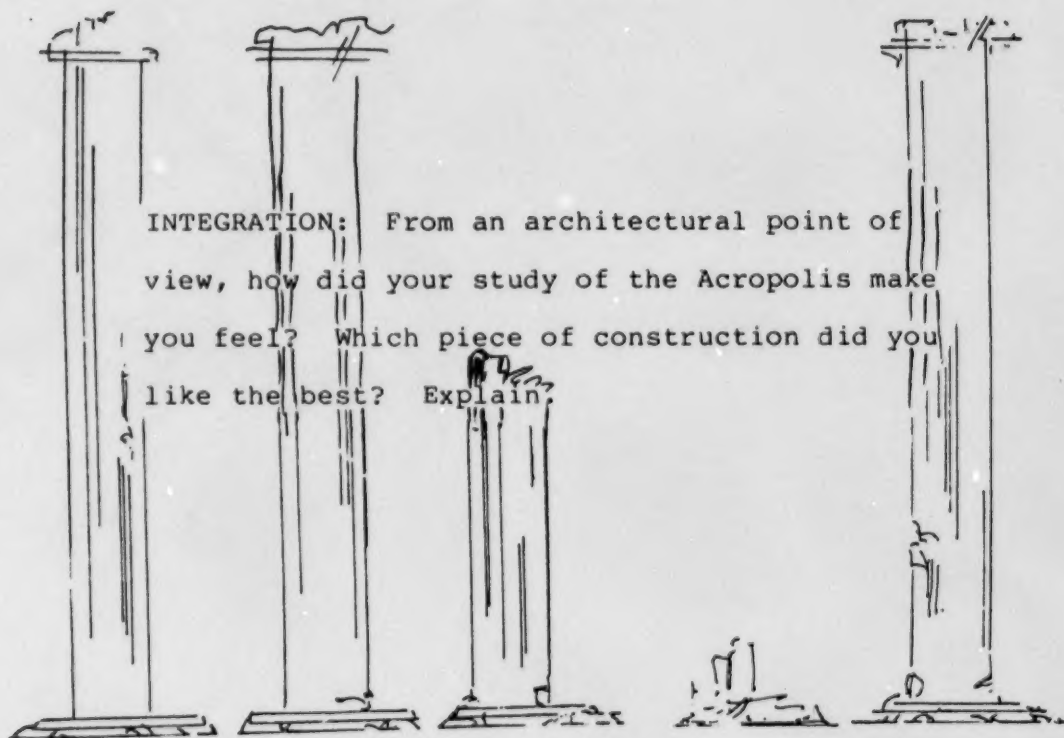
INTERPRETIVE: Artistically, compare the
Caryatid porch to the Propylaeum.



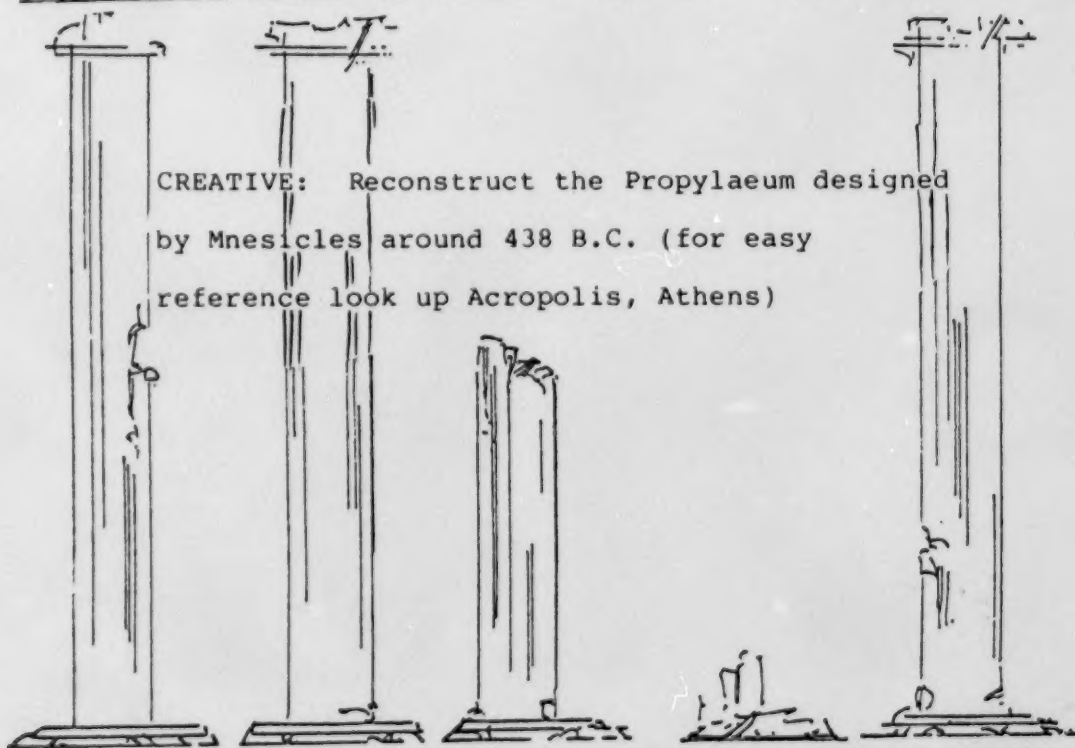
EVALUATION: Evaluate the sculpture, jewelry,
and paintings of the high Classical period.
Write down your comments.



APPLICATION: What factors do you believe were
taken into consideration in the building of
the Parthenon. Explain.

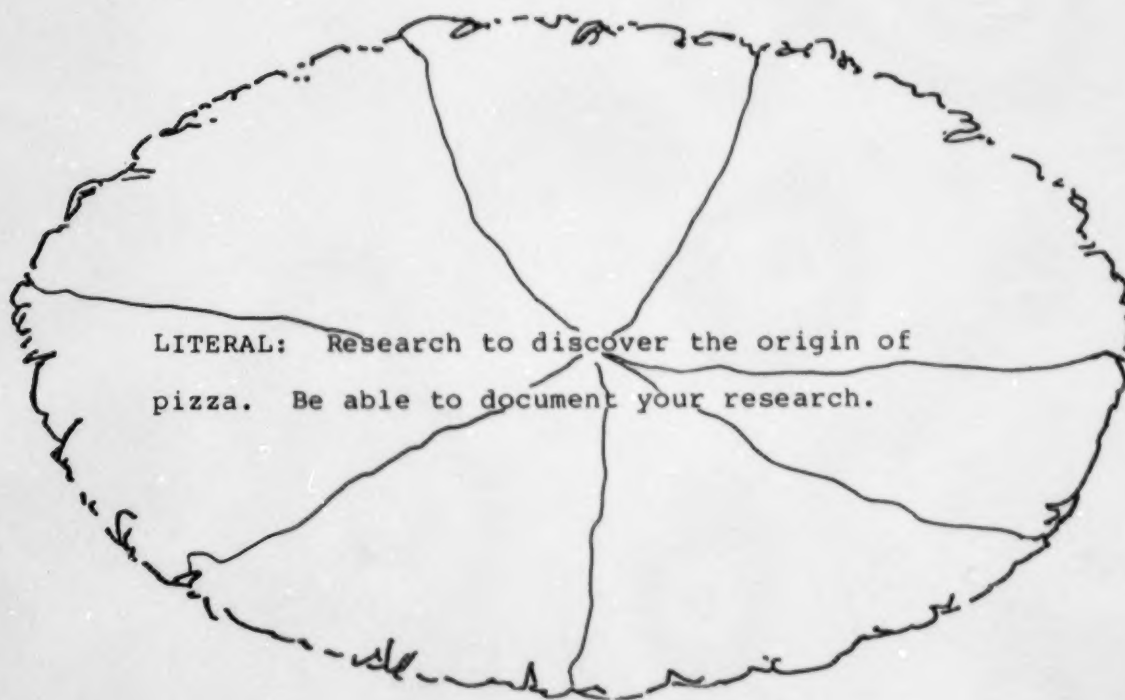


INTEGRATION: From an architectural point of view, how did your study of the Acropolis make you feel? Which piece of construction did you like the best? Explain.

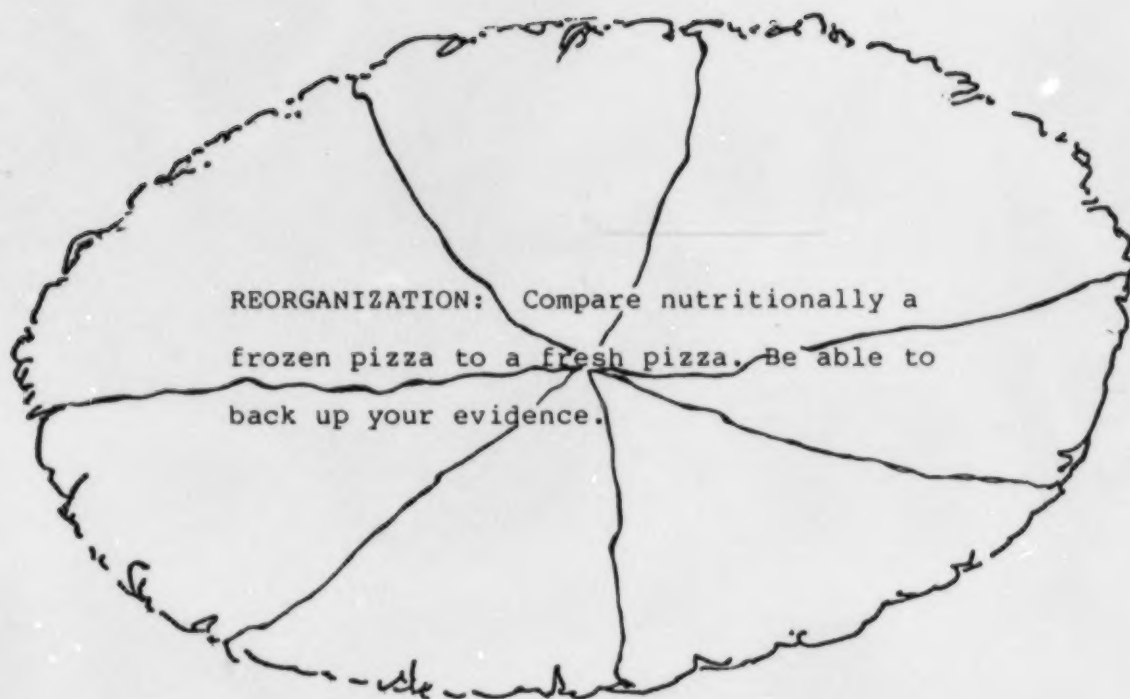


CREATIVE: Reconstruct the Propylaeum designed by Mnesicles around 438 B.C. (for easy reference look up Acropolis, Athens)

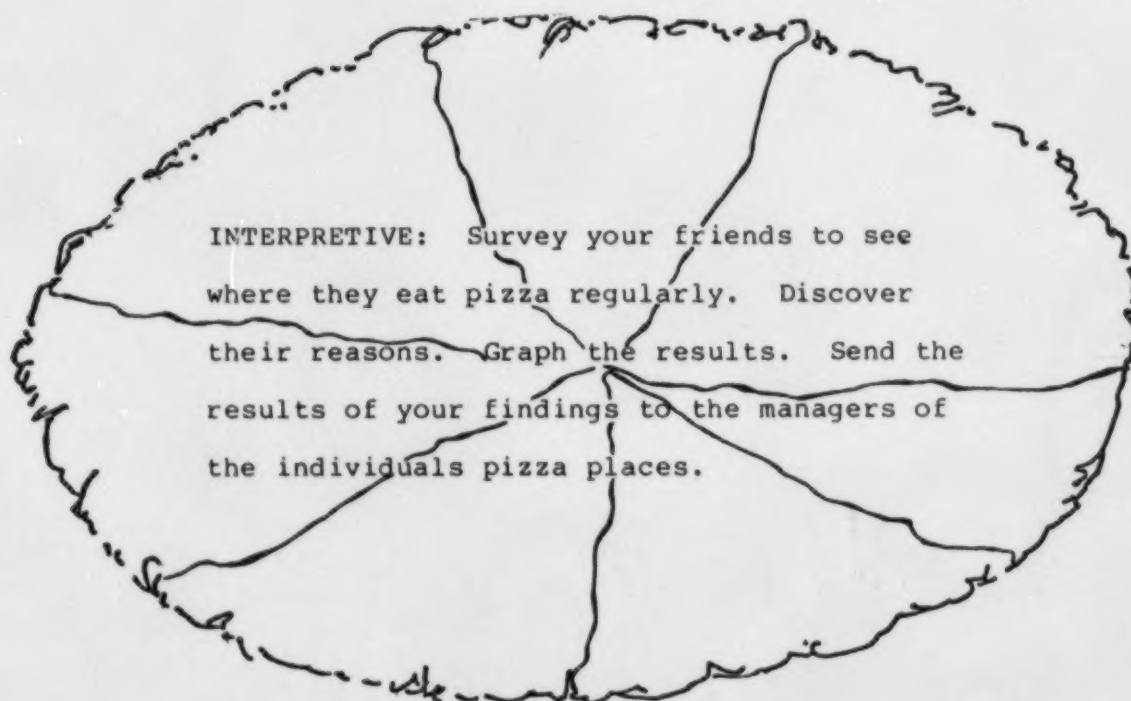
Project 5



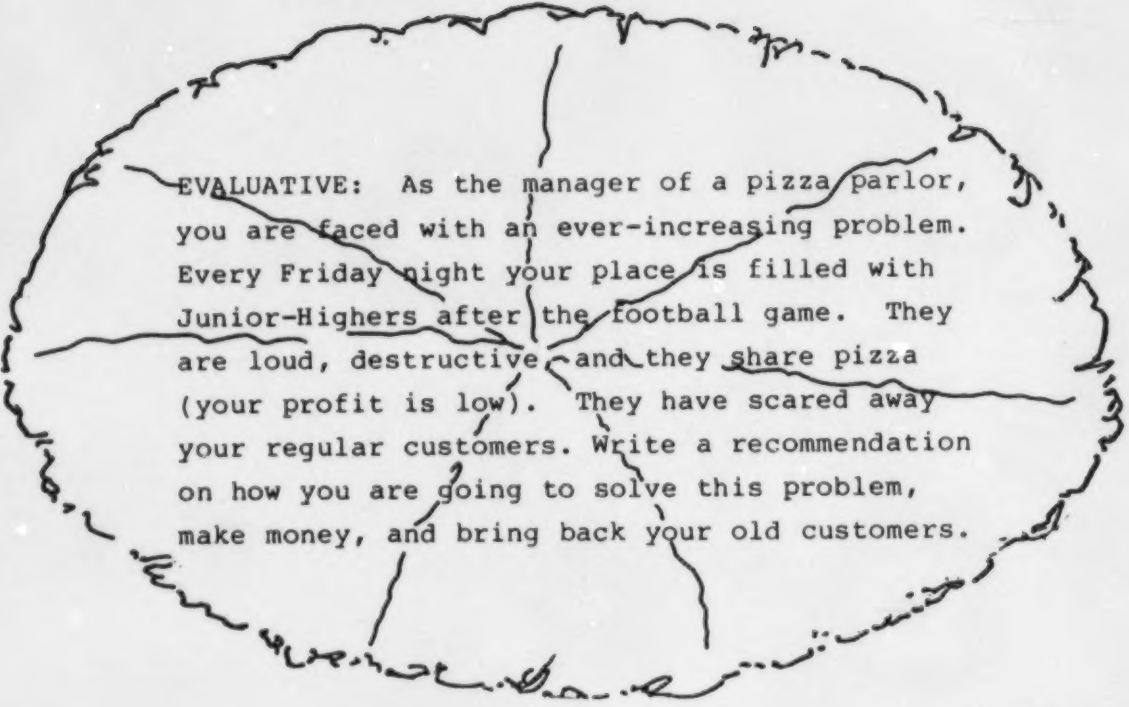
LITERAL: Research to discover the origin of
pizza. Be able to document your research.



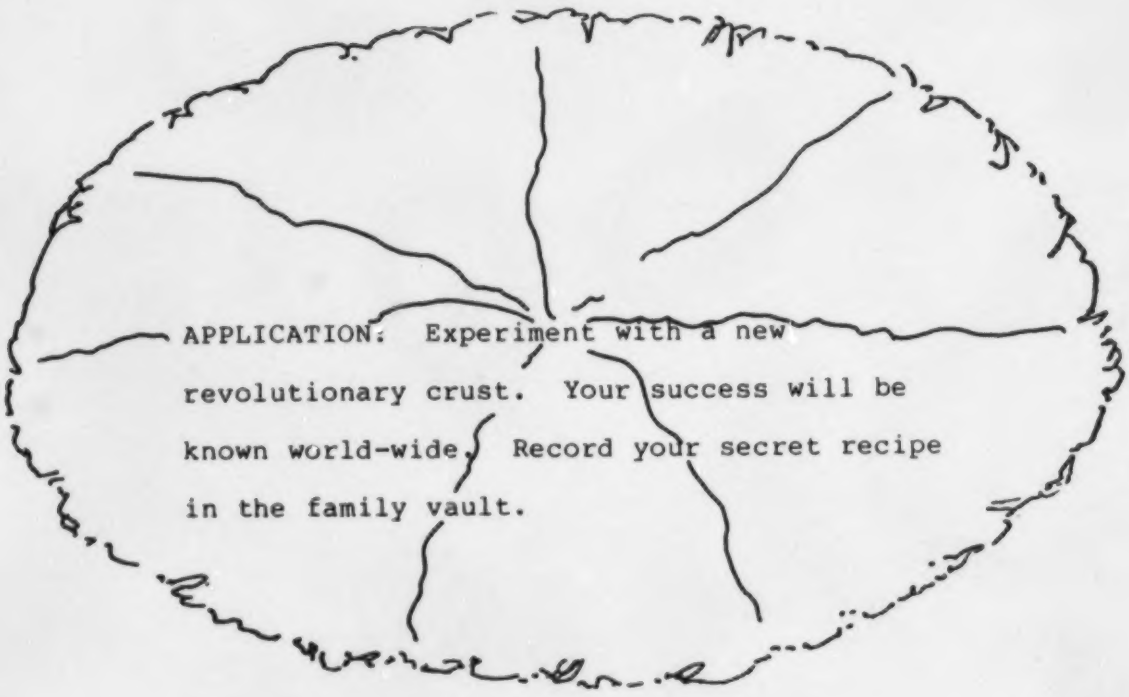
REORGANIZATION: Compare nutritionally a frozen pizza to a fresh pizza. Be able to back up your evidence.



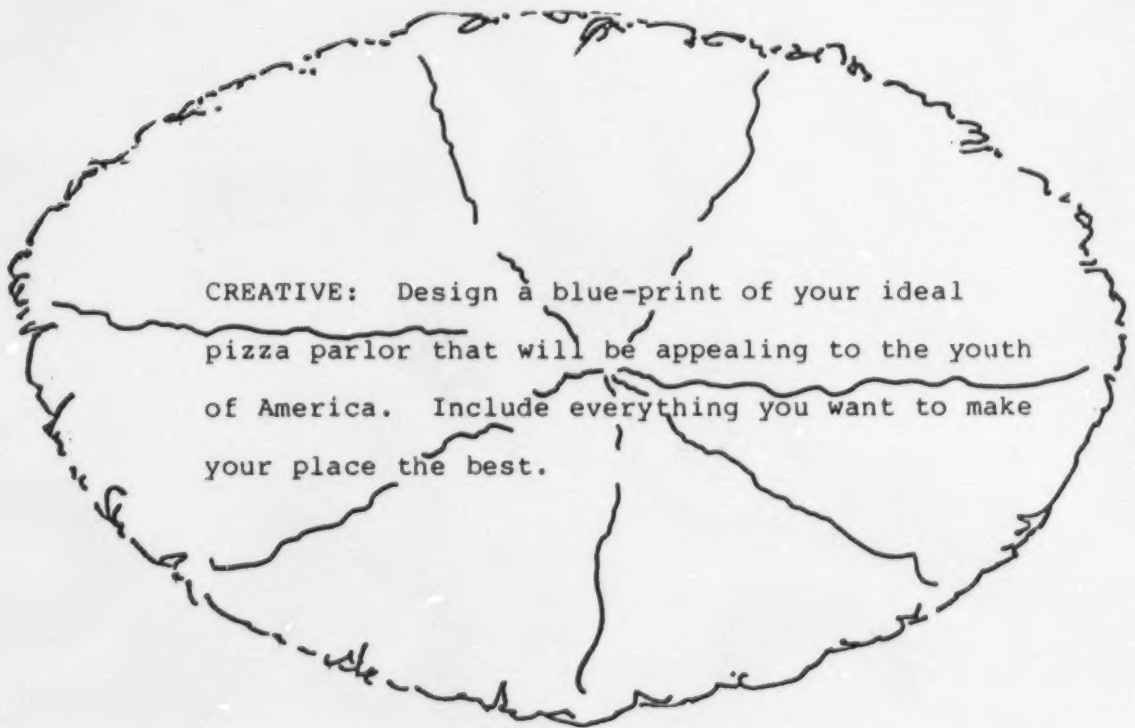
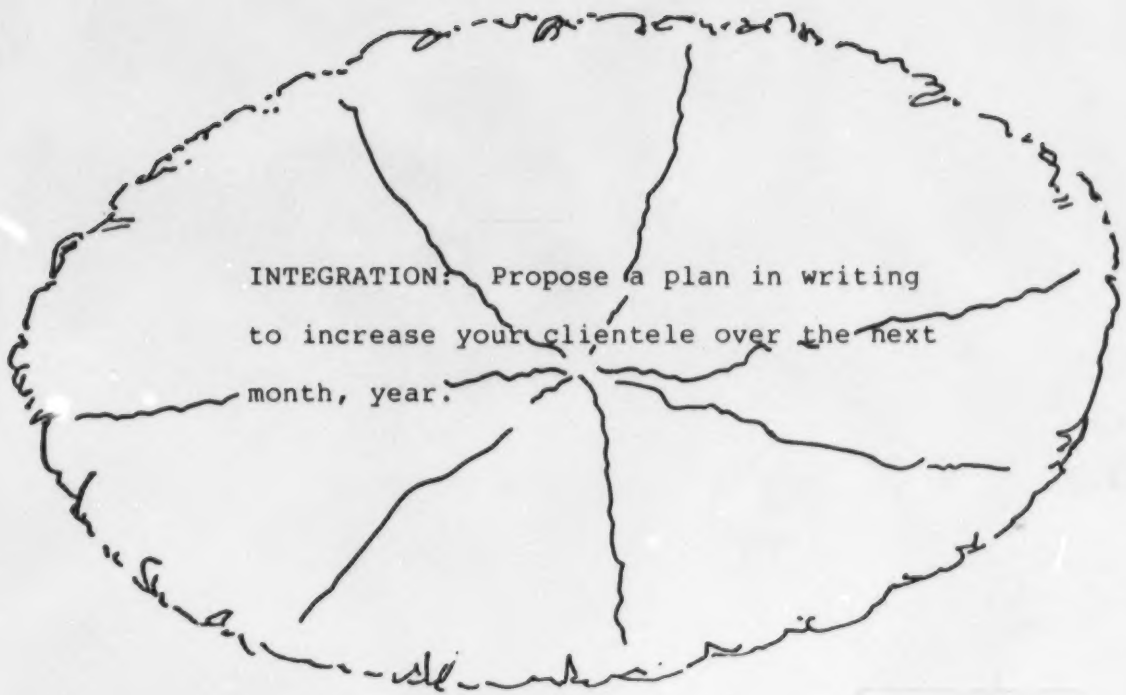
INTERPRETIVE: Survey your friends to see where they eat pizza regularly. Discover their reasons. Graph the results. Send the results of your findings to the managers of the individuals pizza places.



EVALUATIVE: As the manager of a pizza parlor, you are faced with an ever-increasing problem. Every Friday night your place is filled with Junior-Highers after the football game. They are loud, destructive and they share pizza (your profit is low). They have scared away your regular customers. Write a recommendation on how you are going to solve this problem, make money, and bring back your old customers.



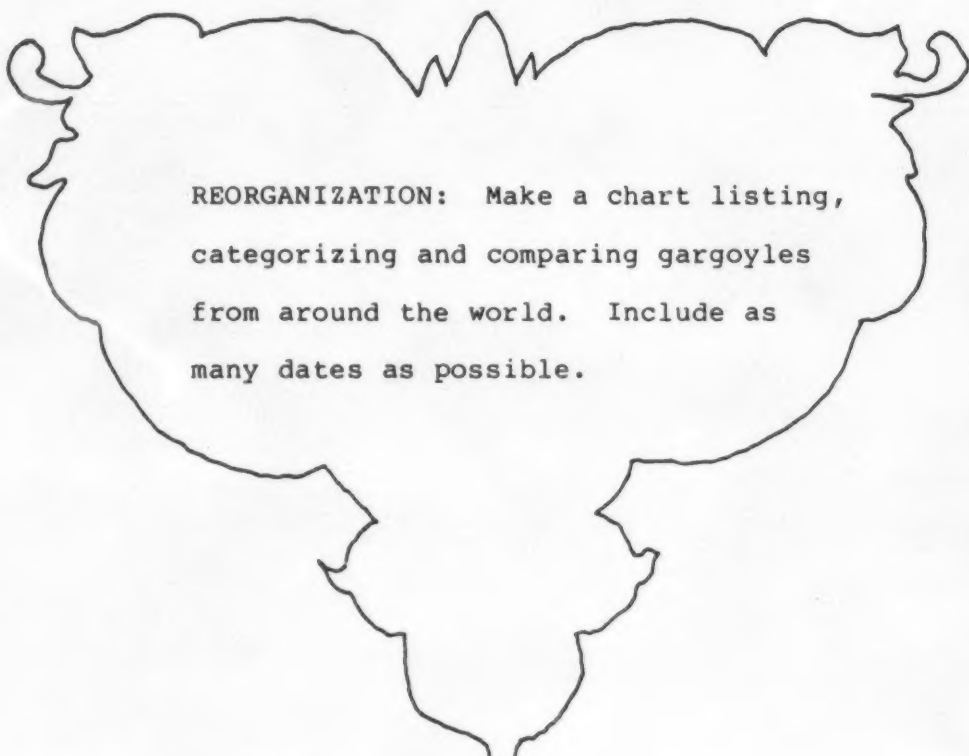
APPLICATION: Experiment with a new revolutionary crust. Your success will be known world-wide. Record your secret recipe in the family vault.



Project 6



LITERAL: Define a gargoyle. What was its purpose? Locate information on the earliest date it was used?



REORGANIZATION: Make a chart listing, categorizing and comparing gargoyles from around the world. Include as many dates as possible.

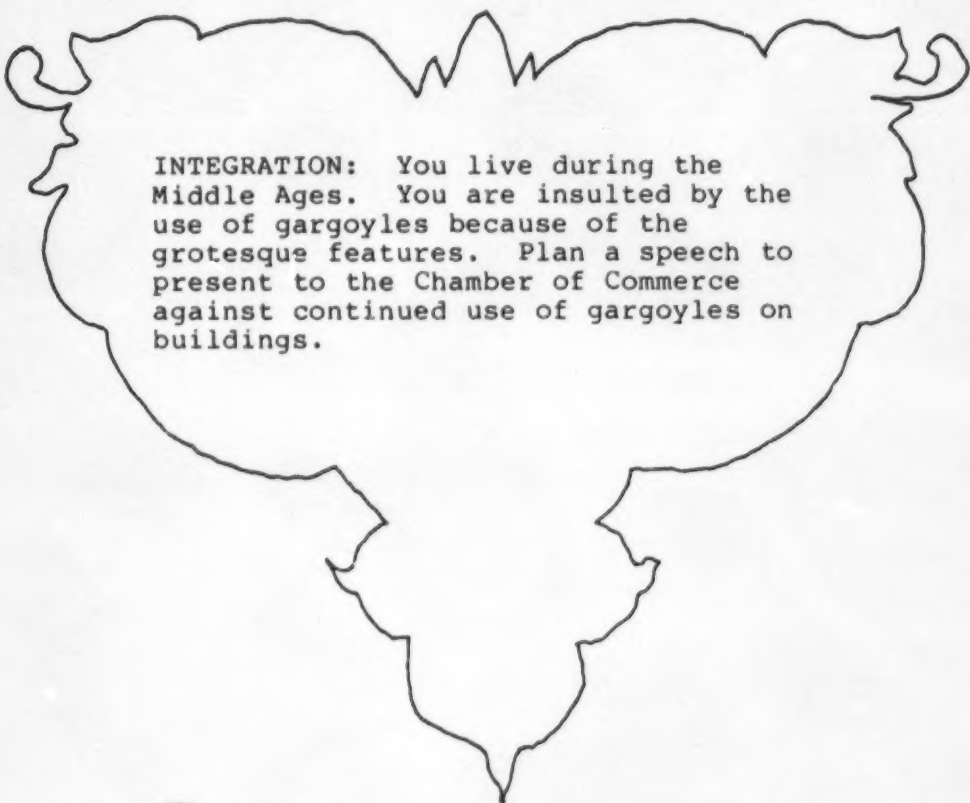


INTERPRETIVE: Collect pictures of great variety of gargoyles. Make a scrapbook exhibiting these pictures. Display them from the earliest date to now.



EVALUATION: Write an editorial discussing the reasons our ancestors used gargoyles and the reasons our society should support using them today. Find someone in your class to take the opposite position. Evaluate and be able to justify your position.

APPLICATION: Survey your classmates. Ask them the meaning of the word gargoyle. Record the information. Divide into two categories (those who know--those who don't know). Continue to ask questions to both groups but those who don't know have them guess the answer. Record both groups' answers. Compare. HAVE FUN!

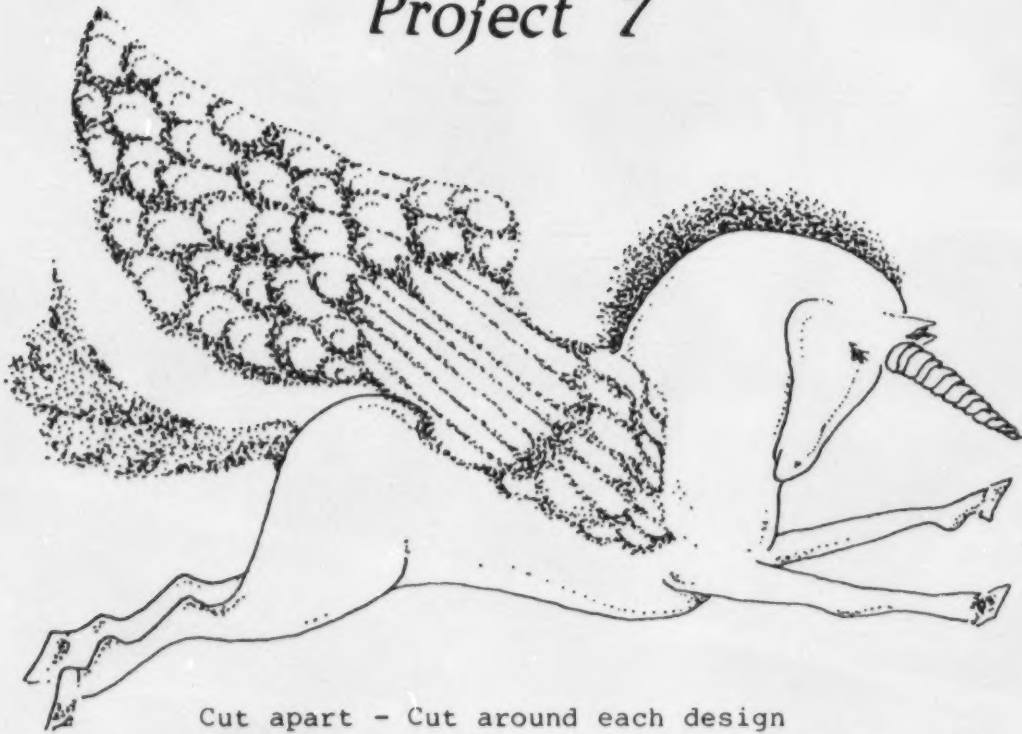


INTEGRATION: You live during the Middle Ages. You are insulted by the use of gargoyles because of the grotesque features. Plan a speech to present to the Chamber of Commerce against continued use of gargoyles on buildings.

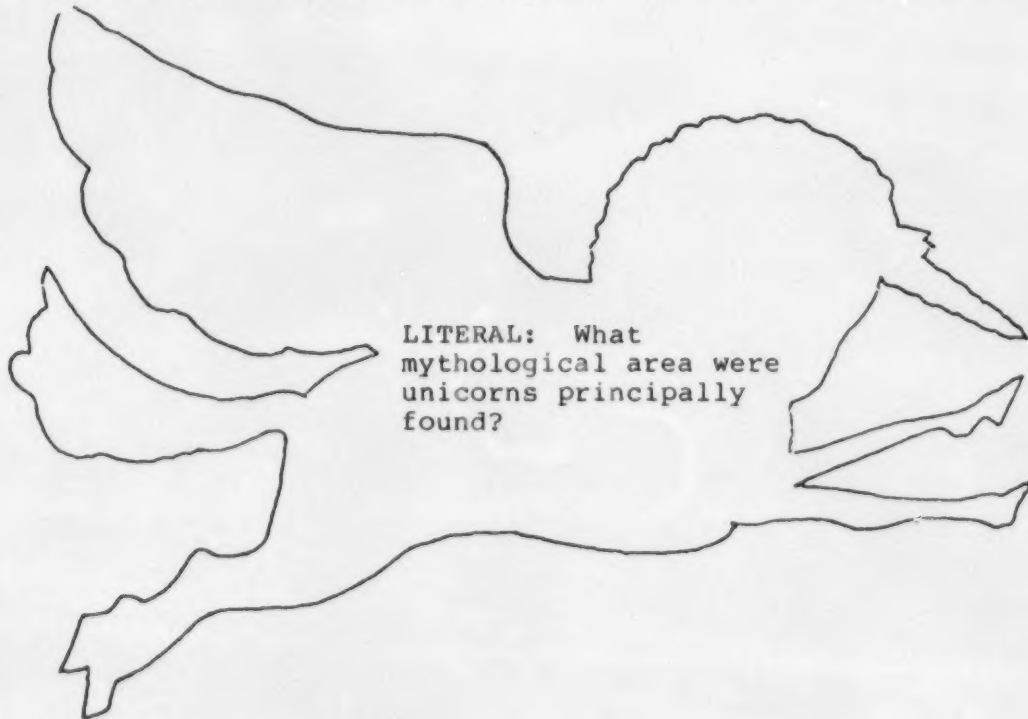


CREATIVE: Plan a modern day building. Incorporate into your plan the use of gargoyles on your building. Out of clay, or a medium of your choice, construct your plan.

Project 7



Cut apart - Cut around each design



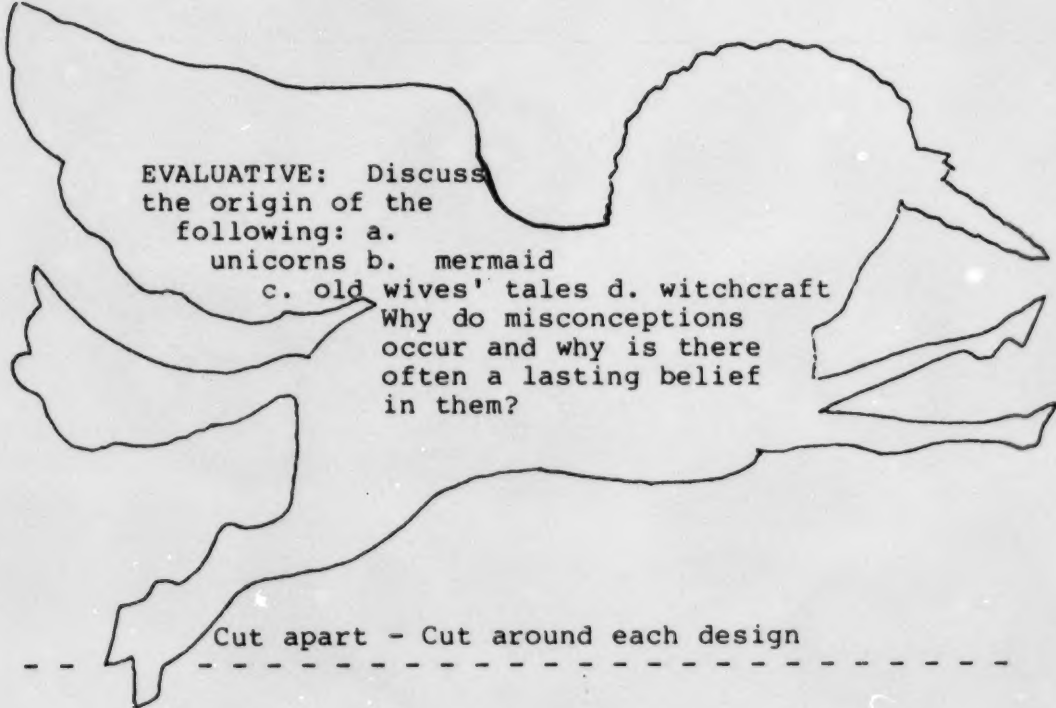
LITERAL: What
mythological area were
unicorns principally
found?

REORGANIZATION:

Compare the whale that was thought to be a unicorn to the mythological unicorn. Could there be a connection between the two?

INTREPRETIVE:

Compare the relationship of and mermaids to the relationship of unicorns and whales? Can you think of other incidents of misconceptions that have led to false beliefs? e.g. Was the Elephant Man stepped on by an elephant? e.g. Can cats really breathe the breath out of a baby?



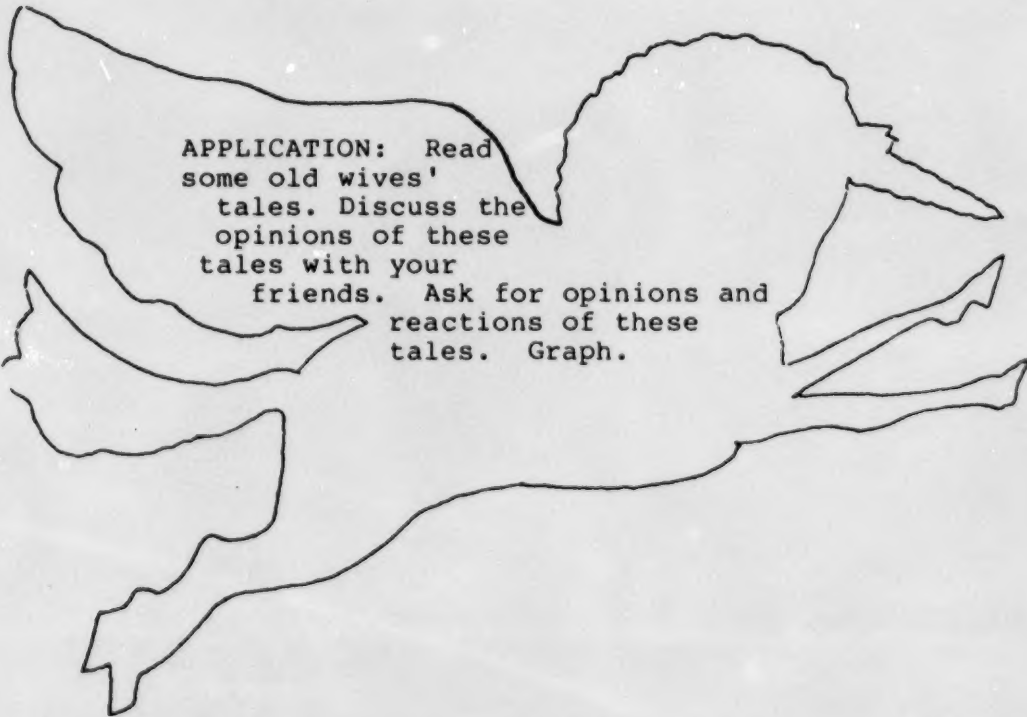
EVALUATIVE: Discuss
the origin of the
following: a.

unicorns b. mermaid

c. old wives' tales d. witchcraft

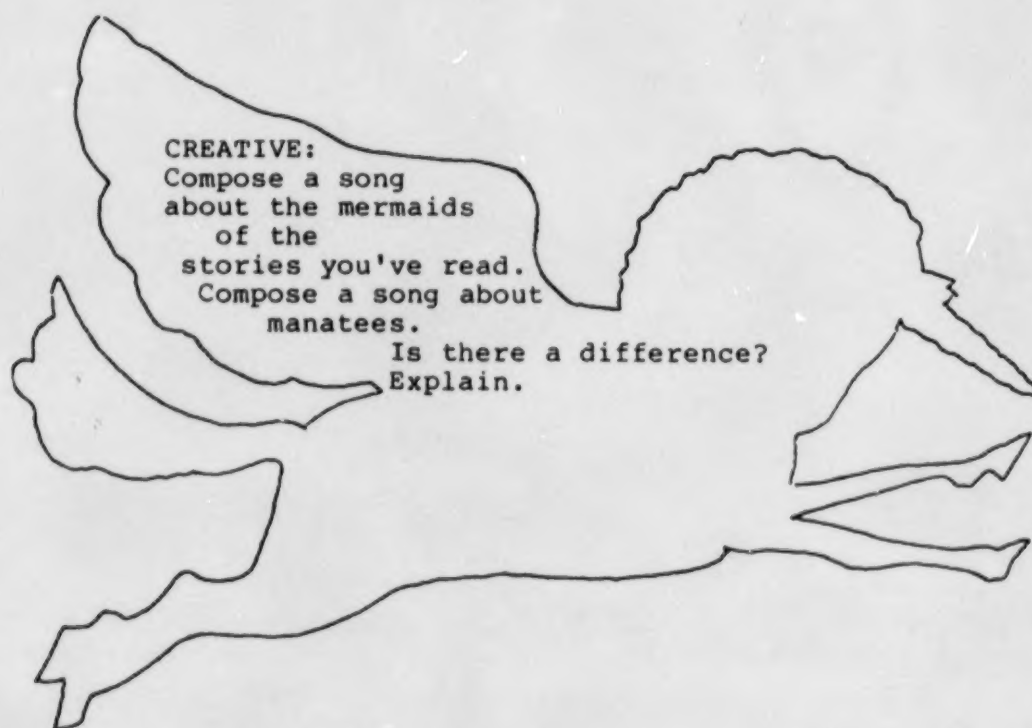
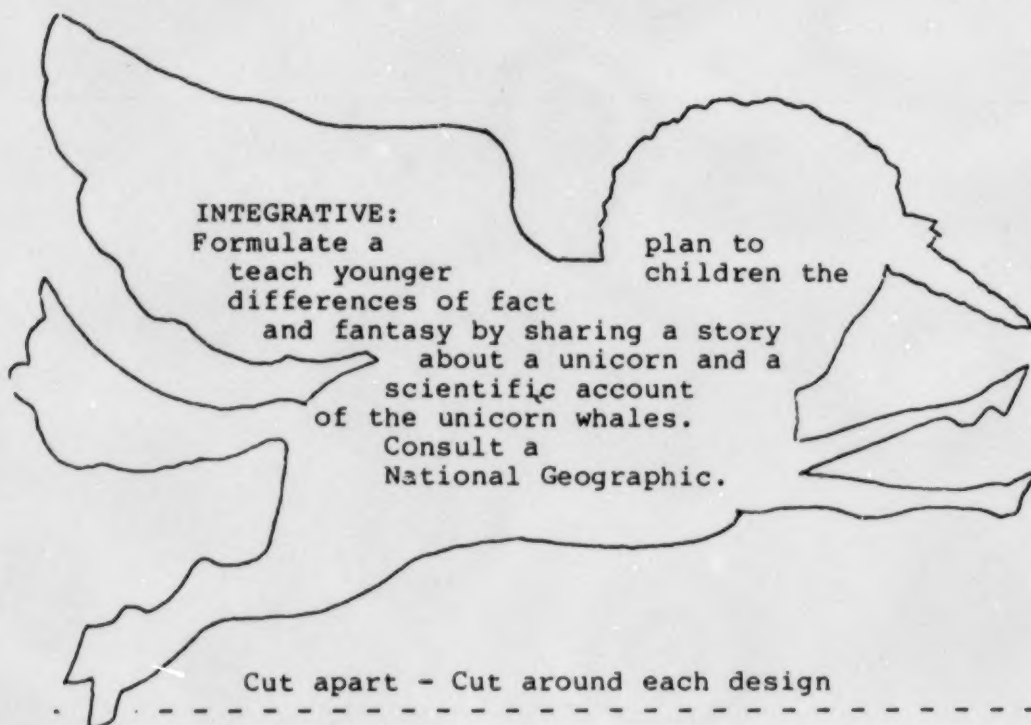
Why do misconceptions
occur and why is there
often a lasting belief
in them?

Cut apart - Cut around each design

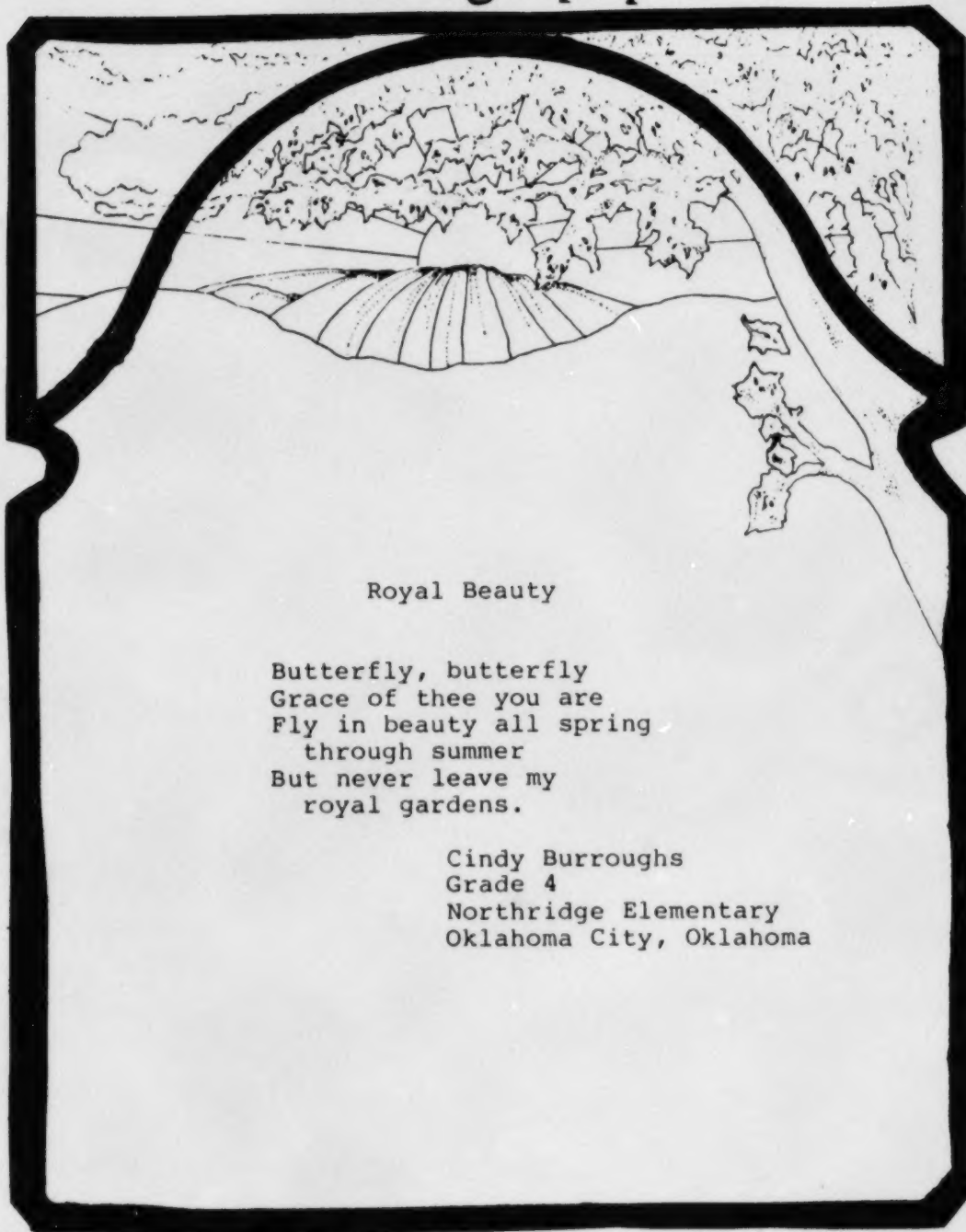


APPLICATION: Read
some old wives'
tales. Discuss the
opinions of these
tales with your

friends. Ask for opinions and
reactions of these
tales. Graph.



Bibliography



Royal Beauty

Butterfly, butterfly
Grace of thee you are
Fly in beauty all spring
through summer
But never leave my
royal gardens.

Cindy Burroughs
Grade 4
Northridge Elementary
Oklahoma City, Oklahoma

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A SAMPLE OF SUGGESTED MATERIALS

SRA 155 N. Wacher Dr. Chicago, Illinois 60606	Grade 8-12	Reading Accelerator
		How to Read Creative Literature
		How to Become a Better Reader
		Thinklab 2

Encyclopedia Britannica 425 N. Michigan Ave. Chicago, Illinois 60611	Grade 4-6	Lehr - A Creative Approach to Language Arts

Steck Vaughn Co. 807 Brazon P.O. Box 2028 Austin, TX 78768	Grade 1-8	Reading, Thinking, Reasoning Skills (emphasis--Analysis Synthesis Evaluation)
	Grade 7-9	Reading Improvement Activities
	Grade 10-12	Perfect Reading & Writing Skills

Perfection Form Co. Logan, Iowa	Grade 8-12	Micro-Classic Library
		Tale-Blazer Books

A SAMPLE OF SUGGESTED MATERIALS

Jamestown Publishers
P.O. Box 6743
Providence, RI 02940

Timed Readings - Junior High - College
Literary Tales - High School - College
Best Selling Chapters - Middle School - College
Best Short Stories - College
6-Way Paragraphs - High School - College
A Skill At A Time - High School - College
Essential Skills - Middle School - High School
Reading Drills - Middle School - College
Skimming and Scanning - Middle School - College
College Reading Skills Series: Topics for the Restless -
 olive - 6-8
 brown - 9-11
 purple - 12-college
The Now Student - High School - College
Comprehension Crosswords - Middle School - High School
Comprehension Skills Series Advanced Level - Middle School -
 High School
Reading the Content Fields - Middle School - College
How to Read a Newspaper - Middle School

College Skills Center
101 West 31 Street
New York 10001

College Prep Course
A Systematic Guide to Vocabulary Development

Vocabulary Builder

How to Develop A College Level Vocabulary

Mount Laurel Plaza
113 Gaither Dr.
Mr. Laurel, NJ 08054

Rapid Comprehension Through Effective Reading

Dell Paperbacks for Gifted -
Dell Publishing Co.
245 E. 47St.
New York, New York, 10017

Dowlings Inc.
P.O. Drawer 52977
3017 N. Stiles
Oklahoma City, Oklahoma 73105

EDL Study Skills Library Level JKL & MN
10, 13,
11, 14
12

Holt, Rinehart & Winston
Dallas, TX

Increasing Reading Efficiency by Lyle L. Miller

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Margaret Clements &
Nancy Kamp
Putnam City High School

Evaluation

The Gifted Reader in the Regular Classroom

Please take time to share your reaction to this resource material with us at the State Department of Education.

1. Circle grade level taught: K 1 2 3 4 5 6
2. Was the content of this publication generally appropriate for your classroom: Yes _____ No _____
3. Was the information:
Most helpful _____ Of no help _____ Of some help _____
4. Which section most complemented your particular unit of study?
5. What are some related types of publications that would be of use to you?
6. Comments/Suggestions:



Name (optional): _____

Please return to:

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State Reading Section
State Department of Education
Oliver Hodge Memorial Education Building
2500 N. Lincoln
Oklahoma City, OK 73105



MAGICAL BUTTERFLY

AS A SILENT CHILD IN A WHITE SUIT
A BUTTERFLIES LARVAE CREEPS INTO
THE WORLD
COLLECTING WISDOM AS IT GROWS
AS A CATAPILLAR EATING LEAVES
AS IN A COCUON THE CHILD IS CAGED
BUT NOT IN AN ORDINARY CAGE
BUT IN THE CAGE OF LEARNING
THEN THE CAGE IS OPENED
THE BUTTERFLY SPREADS ITS WINGS
AND THEN AS MAGIC, IT IS GONE
COME WHAT IT MAY TO THE
BUTTERFLY, OR AS I SAID, THE MAN.